

The School Executive



MIDWEST CPEA:
Results at the 3 year mark





ALL THE KIDS LOVE DAN...

And no wonder, for Dan, the school bus driver, is kind, patient and above all, careful. You will find men like Dan in towns and hamlets all over America where school transportation is a vital part of education.

Proud as a new father with his first son, Dan's many "kids" are his hobby and his life's work. Taking them to school and home again is important business, and it must be transacted with the utmost safety.

Next to his many charges, Dan loves his big yellow bus with the Oneida Safety Body, for he knows that regardless of weather and traffic conditions he can depend upon it to do the job.

Of course the kids all love Dan, for in him they place their faith, and without second thought know they can depend upon him every day of the school year.

New MORE SPACIOUSLY DESIGNED WINDOWS



Built right to the roof line, the new, better visibility, split-type top sash opens to a full nine inches for more safety and ventilation. Constructed of Safety Glass, rimmed in steel and set in rubber, tamper-proof yet easy to open, the new side windows are the best devised for school bus needs.

Oneida salutes all of the many "Dans" who are entrusted with our young people, and in the Oneida Safety School Bus Body has gone all of the ingenuity and careful craftsmanship possible to assure Dan and his passengers the safest vehicle on the road today.

There are many important new features in the '54 Oneida Safety School Bus Body that are worth examining before you consider the purchase of a new school bus: extra-sized bumpers, safer rub rails, improved bigger windows and a full six feet of headroom are among the many details worth noting.

WRITE TODAY

For the fully illustrated brochure that tells you all about the '54 Oneida Safety School Bus Body. It will help YOU to make your choice before investing in your new school bus.



TRADE MARK



The Oneida insignia on the side of a bus signifies a new high mark in safety and efficiency. Wherever you see the name of Oneida, all over America, you know that school executives have chosen the best.

SCHOOL BUS SALES DIVISION

ONEIDA PRODUCTS CORPORATION
CANASTOTA, NEW YORK

The School Executive

MARCH, 1954

CONTENTS

EDITORIALS	Preview for April	5
	Other Disciplines and School Administration	Walter D. Cocking 7
	Keynotes—Comments on the Educational Scene	9
GREEN SHEET	Plan the School for the Program	George W. Holmes III 19
	Teachers' Salaries and the Cost of Living	Harold F. Clark 22
FEATURE	Winners in <i>The School Executive's</i> Third Annual Competition for Better School Design	43
SCHOOLS IN ACTION	Planning the Career Day Program	Charles R. Foster and Robert O. Stripling 74
	How the Committee Chose a New Principal	W. Earl Whitaker 78
	A Model State School Audit Statute	Loyal V. Norman 80
	Put the Student <i>Behind the Microphone</i>	Morris A. Shirts 83
	The School Paper is a Public Relations Medium	Howard M. Brier 84
	"The Function of the Public Schools in Dealing with Religion" Background	Clarence Linton 86
	Review	William Clayton Bower 87
	Consolidation: "No" in 1950; "Yes" in 1951	Virgil Henry 89
SCHOOL PLANT	School Plant News and Views	92
	Off-the-Floor Maintenance	A. C. Borgman 93
PLANNING SECTION	Midwest CPEA at the Three-Year Mark	94
	Aims and Results	Francis S. Chase 94
	Adequate District Organization	Leslie L. Chisholm 98
	Sound Finance Policies	John Guy Fowlkes and G. E. Watson 100
	Effective Board Functioning	Maurice E. Stapley and Harlan Beem 101
	Improved Consultative Services	William W. Savage 104
	Leadership for Instruction	Kenneth J. Rehage 106
	Informed, Responsible Citizens	Robert E. Sweitzer 108
NEWS	Spotlight—News of the Educational Field	110
	The Washington Scene	144
LUNCH	Cooperative Administration is the Key to Cedar Rapids' Lunch Program	Ruie B. Doolin 154
DEPARTMENTS	Letters to the Editor	12
	Conference Calendar	140
	Professional Library	146
	New Product Reviews	167
	Audio-Visual Aids	212
	Manufacturers' Catalogs	220

COVER AASA Developmental Committee visits the Midwest CPEA Center (See p. 105)

WALTER D. COCKING, *Editor*

N. L. ENGELHARDT, *Consulting Editor*

KARL T. HEREFORD, *Associate Editor*

Editorial Staff:

L. Karen Beach, *Associate Editor*

Betty K. Johnson, *Book Reviewer*

Barbara J. Michalak, *Assistant Editor*

Henry E. Salloch, *Art Director*

Dolores M. Sloan, *Assistant Editor*

Helen E. Weyl, *Production Manager*

Belmont Farley, *Washington Correspondent*

William Carlisle, *Circulation Manager*

Harold F. Clark, *Consultant*

Lillian E. Kiley, *Research and Service*

NEW TOPS... NEW LIFE... FOR OLD DESKS!

Bloomfield Junior High School, Bloomfield, N.J., resurfaces old desks



HERE'S a doubly economical way to brighten up your classrooms. Resurface old desks or tables with modern attractive G-E Textolite — the amazing scuff-proof, mar-proof material that wears like iron. You save because you won't have to go to the expense of new equipment. You save because Textolite cuts maintenance costs to an absolute minimum.

Make a trial installation of new Textolite tops in one or two of your classrooms. A comparison with other types of tops will convince you of Textolite's superiority in both appearance and economy.

Ask your Roddiscraft warehouse, see below, to show you samples and tell you where you can have old desks or tables resurfaced with Textolite tops. Or your own manual arts department can make a project of the resurfacing job. We'll provide instructions.

* Reg. U.S. Pat. Off.

NATIONWIDE Roddiscraft WAREHOUSE SERVICE

Cambridge 39, Mass. • Charlotte 6, N.C. • Chicago 32, Ill.
Cincinnati 4, Ohio • Cleveland 4, Ohio • Detroit 14, Mich.
Kansas City 3, Kan. • Los Angeles 58, Calif. • Louisville 10, Ky.
Marshfield, Wis. • Miami 38, Fla. • Milwaukee 8, Wis. • New
Hyde Park, L.I., N.Y. • New York 55, N.Y. • Port Newark 5,
N.J. • Philadelphia 34, Pa. • St. Louis 16, Mo. • San Fran-
cisco 24, Calif. • San Leandro, Calif.



**Mar and scuff proof
Stainless
Wears like iron
Cleans like glass
Near perfect light reflectance
Reduces maintenance costs
Cuts down cleaning time
Encourages neat work**

**Available in a wide range
of wood grains, patterns and
colors, including a pattern
developed especially for use
in schools.**

Roddiscraft

RODDIS PLYWOOD CORPORATION
Marshfield, Wisconsin

The School Executive

Editorial and Executive Offices

470 Fourth Avenue, New York 16, N. Y.

Edgar J. Buttenheim
Publisher

Prentice C. Ford
Vice-President and General Manager

Edwin Wagner
Secretary and Treasurer

Frank H. Laavy
Advertising Manager

Curtis R. Buttenheim
Southern Sales Manager

J. A. Sellers, Jr.

Branch Offices

Chicago 6, Illinois—Daily News Bldg.

Frank J. Raymond
Vice-President

John A. Raymond
Western Advertising Manager

Los Angeles 27, California—2238 Ben Lomond Drive

Albert T. Miller
Pacific Coast Manager

Editorial Advisory Board

Terms Expire December 31, 1954:

L. D. Haskew
Dean, College of Education, University of Texas, Austin

E. L. Morphet
Professor of Education, University of California, Berkeley, California

Earl E. Mosier
Dean of Instruction, Michigan State Normal College, Ypsilanti, Michigan

Virgil M. Rogers
Dean, School of Education, Syracuse University, Syracuse, New York

Maurice F. Seay
Director, Department of Education, University of Chicago

Terms Expire December 31, 1955:

R. L. Hopper
Professor of Education, University of Kentucky, Lexington, Kentucky

John E. Ivey, Jr.
Executive Director, Southern Regional Education, Atlanta, Georgia

M. S. Kies
County Superintendent of Schools, Milwaukee, Wisconsin

Harry J. Linton
Superintendent of Schools, Schenectady, New York

L. H. Shepoiser
Superintendent of Schools, Mason City, Iowa

Terms Expire December 31, 1956:

E. Allen Bateman
State Superintendent of Public Instruction, Salt Lake City, Utah

Walter K. Beggs
Professor of Education, University of Nebraska, Lincoln, Nebraska

Preview for April

THE EDITOR calls your attention to some of the highlights which the April issue will include.

1. An analysis of THE SCHOOL EXECUTIVE's 1953 Competition for Better School Design will be presented by Associate Editor Karl Hereford and Kenneth Gibbons, AIA, professional adviser for the competition.

2. Dean W. O. Penrose, of the School of Education, University of Delaware, is the author of the Green Sheet. He will discuss recent developments in teacher education.

3. Charles E. Bradley, Principal of the Pitcher Hill Elementary School, North Syracuse, New York, presents an interesting discussion on learning at lunch.

4. Carl Mauro, Principal at Jacobsville, Maryland, describes the outdoor stage his school built.

5. W. W. Farrar, Director of Research at Alice, Texas, provides a helpful study on the instructional materials center which is part of the Alice schools.

6. Administrative leadership is the subject of an interesting article by Stewart Harral, who is Director of Public Relations Studies at the University of Oklahoma.

Sincerely,
Walter D. Cocking
Editor

Daniel R. Davies
Professor of Education, Teachers College, Columbia University

L. G. Derthick
Superintendent of Schools, Chattanooga, Tennessee

Edward J. Russell
Superintendent of Schools, Pittsfield, Massachusetts

Terms Expire December 31, 1957:

Harley W. Anderson
Secretary-Treasurer, Association of School Business Officials, Kalamazoo, Michigan

W. W. Caudill
Research Architect, Texas A. and M. College, College Station, Texas

Ira Jarrell
Superintendent of Schools, Atlanta, Georgia

Bruce Miller
Superintendent of Schools, Riverside, California

Pearl Wanamaker
State Superintendent of Public Instruction, Olympia, Washington

Terms Expire December 31, 1958:

John H. Fischer
Superintendent of Schools, Baltimore, Maryland

Paul A. Miller
Superintendent of Schools, Warren, Ohio

Irvin P. Murphy
Superintendent of Schools, Carlsbad, New Mexico

William O. Penrose
Dean, School of Education, University of Delaware, Newark, Delaware

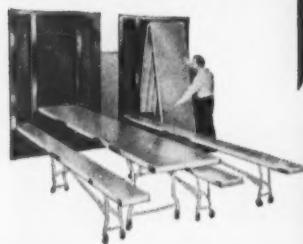
Archibald B. Shaw
Superintendent of Schools, Scarsdale, New York

THE SCHOOL EXECUTIVE is published monthly at Orange, Conn., by the American School Publishing Corporation, Edgar J. Buttenheim, President; Prentice C. Ford, First Vice-President; Frank Raymond, Second Vice-President; Edwin Wagner, Treasurer. Entered as second-class matter at the Post Office at Orange, Connecticut, under the act of March 3, 1879. Subscription rates: United States—1 year, \$3.00; 2 years, \$5.00; 50¢ per copy; back or reference issues \$1.00 per copy. Foreign Countries—\$3.00 a year. Member of "Audit Bureau of Circulations" and Educational Press Association. Copyright, 1954, by American School Publishing Corporation, 470 Fourth Avenue, New York 16, New York.



Success with Schieber folding equipment has convinced thousands of school administrators of the feasibility of the multi-purpose room

Functional design gives you more of the things you want in your new school for less!



In-wall

All-steel welded tables and benches of superior strength, rigidity and durability. Sanitary surfaces. Units remain attached to wall pockets.



Port-a-Fold

Steel pockets and understructure. $\frac{3}{4}$, 7-ply steel reinforced plywood tops with plastic surfaces. Detach from pockets and roll to any position.



Mobil-fold

Two sets of detachable Port-A-Fold type tables and benches fold into castor-equipped steel carrier and roll away to wall or storage area.



A LOT CAN HAPPEN
IN
8
MINUTES



Let us send catalogs and advise where you can observe an installation in operation.

SCHIEBER SALES COMPANY
BRIGHTMOOR STATION, DETROIT 23, MICHIGAN



AS I SEE IT

by Walter D. Goeing

Other Disciplines and School Administration

IT WAS only a relatively few years ago that the school administrator was selected for his position with little, if any, consideration given to his special preparation for the job. He ordinarily was catapulted from some other school post because of his success in that position or because of appealing personality traits.

Then in the early years of the Twentieth Century a few universities, notably Teachers College, Columbia University, began to offer courses to prepare people for the special tasks of the school administrator as they were then understood. Simultaneously, school boards began to seek candidates for administrative positions who had had special preparation for such tasks. These were the beginnings of the professional preparation of school administrators.

It is now widely recognized that the modern-day tasks of school administration are so great that no university department can possess the resources in men or materials to, by itself, prepare people adequately for school administration. It has become necessary to examine the resources of all the departments and colleges which compose a university and seek what each has to contribute to the preparation of school administrators.

AS I SEE IT, many other disciplines have much to contribute to the preparation of school administrators—if representatives of these disciplines set themselves seriously to the task of understanding school administration, and then determine what they have to contribute which is important and the ways in which they can best make their contributions.

From the attempts made to date, it is apparent to me that no important contribution will be made by other disciplines as long as they merely permit school administration students to "take" regular general courses. Such courses are not planned so as to prepare for school administration.

So research, study, experimentation are necessary before much, if anything, worthwhile will be added. Many people interested in what other disciplines can contribute have been disappointed by the results in attempts to date, in which students of school administration have simply been included in the regular work and courses of other

disciplines. It is obvious that something more is needed.

While it seems mandatory that the professors of school administration will retain primary responsibility for the preparation of school administrators, it is also true that those in other disciplines are not going to take their participation very seriously until they are brought into a sharing of responsibility. Teamwork must be developed and it will not come about unless there is an acceptance of membership on the team. Another way of putting it is that the members of other disciplines as well as the direct representatives of school administration must be on the inside, not simply asked to cooperate and contribute. In these days of extreme specialization in our colleges, such a proposal is upsetting. It has to be done, however, if much is to be secured from the other disciplines.

AS ONE LOOKS at the job of the school administrator in the light of the studies of that job which have been made in recent years, one is impressed with the many-sidedness of the task and the fact that every aspect of the administrator's job involves his relationships with other people. These people are in many walks of life, are of many sorts, have different outlooks, and hold varying values.

Among the disciplines which should, then, be able to contribute to the acquiring of competencies needed by administrators are anthropology, psychology (maybe in these times it should be said many forms and phases of psychology), public administration, sociology, economics, the humanities, the communicative arts, the biological sciences, law, architecture, and, of course, professional education.

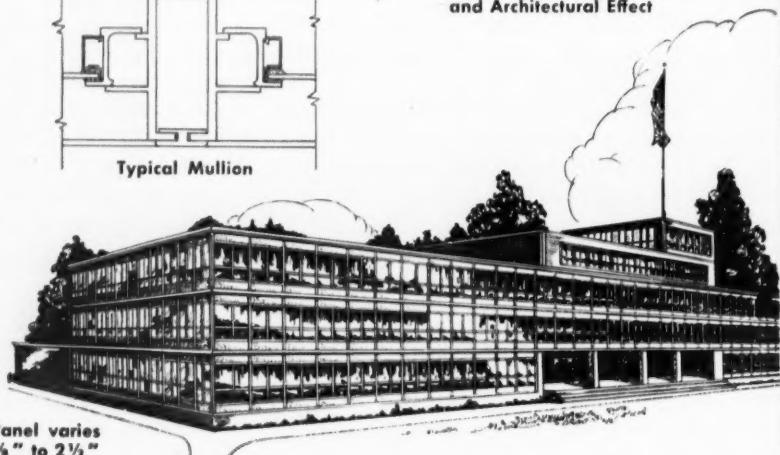
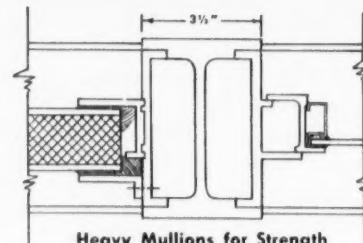
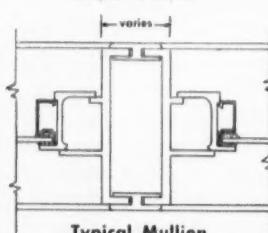
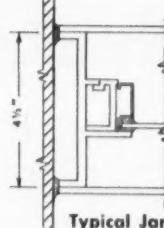
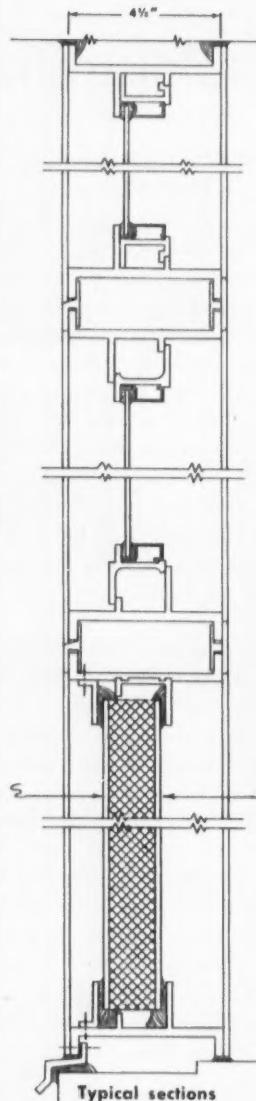
To weld the representatives of these disciplines into one team is a man-sized undertaking. Even more difficult is to place together in one gigantic test tube all the knowledges and processes of the various disciplines and heat them with the need of school administration until at long last we have a residue which is no longer bits from the various disciplines but a new substance which there is reason to believe is that needed by school administrators. Thus, we find a needed, difficult, but thrilling task confronting us.

VAMPSCO

Announces

the new

WINDOW WALL



Panel varies
1/8" to 2 1/2"
in thickness

VAMPSCO'S Window Wall adds beauty and strength to modern architecture. The construction members are Heavy Ribbon extruded aluminum of high tensile strength. Ventilating sections may be had with either Project-in, Project-out or Casement type units. Paneling, which usually occurs at floor intersections can be of almost any material. Our Engineering Department will adapt our window sections to suit the paneling of your choice. Windows may be Inside or Outside Putty Glazed. No Screws are visible and windows are assembled and shipped in large sections for economy.



A NAME THAT MEANS THE VERY FINEST
IN LIFELONG ALUMINUM WINDOWS

VAMPSCO WINDOWS ARE IN SWEETS FILE OR
YOU MAY WRITE DEPT. SE-34, FOR PARTICULARS.

VALLEY METAL PRODUCTS COMPANY
PLAINWELL, MICHIGAN

A SUBSIDIARY OF MUELLER BRASS CO. • PORT HURON, MICHIGAN

KEYNOTES

comments on the educational scene

The principal as leader

IT IS INDEED ENCOURAGING to note growing evidence that school building principals are aware of their community responsibilities, and are more and more accepting duties of local leadership.

For the principal is increasingly being recognized as one of the most important leaders in the neighborhood his school serves. No longer can he confine his energies solely to what goes on in the school building and grounds.

Indeed, a considerable percentage of his time is spent in many other activities quite apart from the school. The ways in which he discharges these tasks influences the standing his school enjoys with the people of his area.

Every principal should recognize that one function of a school is to help directly in making the community a better place to live. School personnel should participate actively in all efforts for local improvement to help accomplish this goal.

Along with the officials of other agencies, the principal must help coordinate the efforts of all, developing teamwork to obtain the best possible solutions of the problems at hand.

Cooperation or competition?

SHOULD SCHOOLS SEEK TO DEVELOP cooperation on the part of students, or is competition the major process through which worthwhile ends are obtained?

Undoubtedly there is a place for both. Frequently, though, schools place by far the greater emphasis on the competitive side of life. The development of the cooperative processes, consequently, is insufficient.

Schools emphasize competition in sports, in try-outs for dramatic parts, in grading, in the choice of school leaders.

Parents, knowingly or unknowingly, contribute by bragging about how their children excel the neighbors'. The impact of such practices on children is undeniable and lasting.

Yet, the greatest need facing the world today is for people to get along better together. Schools can contribute tremendously along these lines.

They must put far more emphasis on helping children develop the correct attitudes towards teamwork, acceptance of others as individuals and cooperation. They must emphasize the value of compromise on matters which do not involve basic principles. They can better teach that vast body knowledge which has been emphasized so much recently under the heading "human relations."

Competition, rightly directed, has a place in modern life. Greater attention is needed in our schools to dem-

onstrate that the individual succeeds or fails to the extent that he is a good contributing member of a group enterprise.

When educators resist progress . . .

IT IS GENERALLY ASSUMED that educators are interested in progress, and will exert every effort to bring about needed improvements. Unfortunately, there are many who tend to resist progress, especially when their own interests and positions are involved.

There are certain problems in nearly every state which cannot be solved without encountering the resistance or opposition of some educators. Among these are:

- (1) district reorganization, often opposed by principals, superintendents and sometimes teachers involved.
- (2) much-needed changes from the elective method of selecting county superintendents of schools to the more professional and effective appointive system, frequently thwarted by present county post holders.
- (3) attempts to more equitably distribute state funds to less wealthy districts, meeting with opposition from presently-favored wealthier areas.

How can progress be made in areas such as these when at least some of the educators are almost certain to resist improvements? Two approaches might help.

First, superintendents should make greater efforts to understand educational needs and to work for the good of all, regardless of effects on their own situations. Careful study of each problem in the light of the entire picture is recommended.

Second, lay citizens should be involved in studies of needs and formulation of solutions. Conscientious laymen, who are in a position to see the situation from a different point of view, can make invaluable and much-needed contributions in most states.

EDGAR L. MORPHET
Professor of Education
University of California
Berkeley, California

The role of state departments

STATE DEPARTMENTS OF EDUCATION developed in America primarily as authoritarian agencies. By statute, they were assigned to law enforcement and regulation. Undoubtedly, personnel in many state departments have enjoyed resulting power and prestige which came to them from working in such roles.

It is most encouraging to note, therefore, that during

LATEST
BUILDING
Edition

FLORON FLASH

WEATHER:
Favorable for
Installing Floors

Vol. 4

San Francisco, California

NEW PLASTIC TILE FOR SCHOOLS!

Pabco Floron Offers Beauty, Resiliency Even Over Concrete

A perfect answer to the problem of creating comfortable, colorful, easy-to-clean floors that are economical and long-lasting has been developed by Pabco Products Inc. It's sensational new Pabco Floron Tile, acclaimed enthusiastically by architects, builders, commercial and institutional buyers.

Easily installed on any floor, including grade-level concrete slabs, this new plastic tile solves the "Big 9" complaints about commercial floor tiles. Floron eliminates objections about "priced too high; can't install on grade; not resistant to rot; too hard on feet; indents too easily; unmatched joints; unattractive colors; installation cost too high; or difficult maintenance."

Tough and long-wearing, yet resilient, Floron gives excellent resistance to alkali, acid and grease. It withstands dampness and rot; the surface resists indentation. Its attractive brushed design is available in seven rich colors to blend well into any color scheme.

The result of five years of intensive research by Pabco's laboratories, this great new plastic tile outscors all other floor tiles in actual on-the-job installations, as well as rugged laboratory tests.



PABCO FLORON — THE ALL-PURPOSE FLOOR—The phenomenal success of Pabco's new plastic tile across the country is attributed to its versatility. Beautiful in design and color, tough in wearing qualities, so simple to maintain, and, best of all, so surprisingly low in price—Pabco Floron Tile has proved the ideal floor covering for offices, stores, schools, hospitals, restaurants, hotels, motels and homes. Seven colors are available—gray, light green, dark green, cocoa and yellow, coral gray, woodtone, and red.

"Big 9" Complaints on Floor Tiles Answered by Floron

1. **NO COMPLAINTS ABOUT PRICE**—A plastic tile that costs only pennies more than standard-gauge linoleum.
2. **NO COMPLAINTS ABOUT CONCRETE INSTALLATIONS**—Designed for direct application over concrete. Ideal for wood floors, of course.
3. **NO COMPLAINTS ABOUT ROT**—Exclusive rubberlike water-resistant backing unaffected by dampness or rot... even over grade-level slab concrete.
4. **NO COMPLAINTS ABOUT TIRED FEET**—Backing has surprising "spring." Gives Floron amazing resiliency for comfort underfoot.
5. **NO COMPLAINTS ABOUT INDENTATION**—Resilient yet mirror-smooth surface resists indentation.
6. **NO COMPLAINTS ABOUT UNMATCHED TILE JOINTS**—Tiles don't expand or contract. Can be laid simply and quickly with T-square precision. Seams are virtually invisible.
7. **NO COMPLAINTS ABOUT MAINTENANCE**—Extreme alkali, acid and grease resistance minimizes cleaning. Smooth non-porous surface defies "enemies" of many floorings.
8. **NO COMPLAINTS ABOUT LACK OF BEAUTY**—Smart decorator colors featured in Pabco's beautiful brushed directional design.
9. **NO COMPLAINTS ABOUT INSTALLATION COSTS**—Floron lays quickly—easily. Precision-fitted tile that is so simple to trim cuts down installation time and wasted tiles.



For complete details write:

PABCO PRODUCTS INC.
475 Brannan Street
San Francisco 19, Calif.

Chicago 54

New York 16

PABCO—Home of "California Originals" Linoleum, "Pebblestone" Linoleum, "Onyx-tone" Linoleum, "Califlite" Linoleum Tile, Pabco Rubber Tile (Western states only), Mastipave & enamel surface floor coverings.

the past quarter of a century the departments themselves have led a movement to change their basic work from enforcement and regulation to rendering service and providing leadership.

We have evidence today that, in many states, the departments have been more effective in obtaining better schools through the wise use of services and leadership than they were when their role was a regulatory one.

Where a state department of education still relies primarily on authority, it is a sign of weakness rather than of strength. The better departments have discovered that there is little need to rely on authority if competent leadership and real service are the implements used.

Towards a new attitude . . .

"A teacher affects eternity. He can never tell where his influence stops."

— Henry Adams

SCHOOL ADMINISTRATORS and the people of their communities have the opportunity to place before the young people in our schools career opportunities which the teaching profession offers, and to help them see the great opportunities for social service and national improvement which teaching offers.

We need a new attitude towards teaching. The usual caricature drawn by reporters and cartoonists of a teacher as a socially unacceptable, eccentric and uninspiring person must be destroyed.

In its place must go the reality—teaching is an important service, and teachers are leaders who help us realize our dreams and goals. This concept will lead more of our very best boys and girls to look upon teaching as a profession offering social and service status which no other vocation has.

Equipment v. expediency

IN THESE DAYS when the greater financial demands of education often stimulate complaints and reactions against necessarily increased expenditures for school equipment, we would do well to be aware of two prevalent fallacies which often rear their ugly heads.

The first is the *ersatz* approach of going along stoically with a poor substitute for the more expensive or scarce "real thing."

We have become so conditioned to this limitation that we hear with actual admiration such instances as "the science teacher who is able to devise wonderful experiments with simple everyday objects and an occasional trip to the five-and-ten-cent store."

Notwithstanding the praiseworthiness of such economy, the ultimate conclusion is that this type of piece-meal, make-shift ingenuity is the only resource needed

for the proper education of children. It can hardly be justified in any period when our very living standard presupposes a hundred gadgets and conveniences in the average American home.

A second and more dangerous fallacy is the resumption of passive, second-hand education.

We certainly cannot afford to lapse into the "cooking-without-a-stove" pattern—studying about things rather than actually utilizing them. Present-day educational plans, as exemplified in the "minimum program" of a great many states, give the fullest recognition to adequate facilities in any realistic learning situation.

In the age of complex technology, we cannot conceivably pursue an appropriate program of education without that equally appropriate and necessary setting which involves all of the various media, appurtenances and implements of the real society in which our youth are to function.

It is indeed a curious age when our leaders complain constantly that the tools and products of our industries become too rapidly obsolete while, at least in some instances, many seem calloused to the same obsolescence in our more important educational facilities.

M. L. STORY, Head
Department of Education
Winthrop College
Rock Hill, South Carolina

Tact, patience, persistence . . .

FROM THE CHICAGO Daily News of January 11:

"Superintendent Benjamin C. Willis can be justly proud of his considerable achievement in making the long-sought single-salary schedule for Chicago's 14,000 public school teachers about 75 percent effective for 1954.

"Throughout the long and sometimes confusing salary discussions, Dr. Willis exhibited a brand of *tact, patience and persistence* that won the respect of union leaders, board members, teachers and public alike.

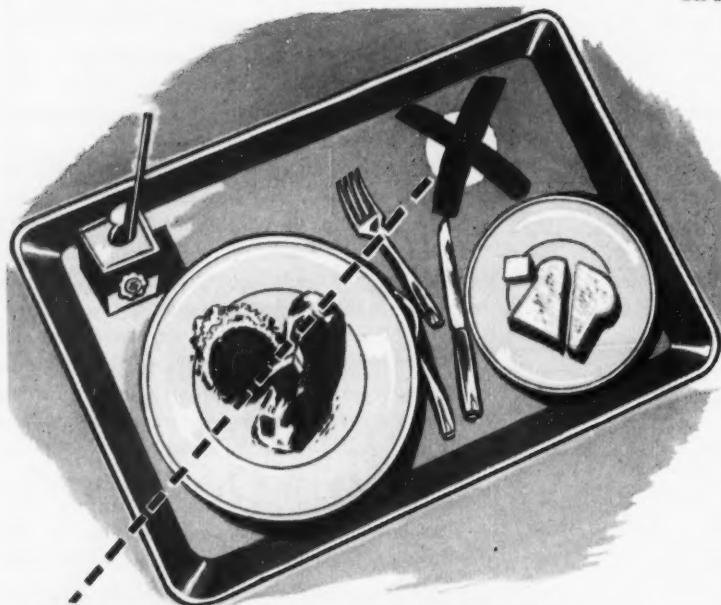
"He faced obvious difficulties imposed upon him by a relatively short acquaintanceship with Chicago's schools. But he nevertheless demonstrated a sure grasp of the major administrative issues.

"Financial limitations of which he apparently had not been fully aware balked a part of his program but the board members generously and conscientiously cooperated in putting his major points across. At the same time, they managed to satisfy most of the union's objectives.

"The result is the first genuinely foresighted salary plan Chicago has provided for its teachers. It promises immediate good for the teachers and the public alike.

"Both Dr. Willis and the Board of Education have earned the commendation of every progressive-minded citizen."

Our hats are off to Superintendent Willis for furnishing this fine example of an administrator's work at its best!



WHAT'S MISSING?

There's something missing from this carefully planned school lunch! It contains everything for a nourishing, well balanced meal but cooled drinking water. Medical authorities say drinking water is just as important to the health of the students as the food itself. Drinking water scientifically cooled by the Filtrine **SCOOLER** and **HI-SCHOOLER** encourages drinking plenty of water for better health, alertness and day long energy. It helps reduce absenteeism, thereby cutting food waste and lowering cafeteria costs. And, because of Filtrine's unique water storage reserve, hundreds of drinks of cooled water can be delivered in minutes, eliminating fountain congestion.

Filtrine's **SCOOLER** and **HI-SCHOOLER** are not just office coolers with a school tag — they were specially designed by school cafeteria supervisors to meet the rigorous demands of school use. They are engineered and built by Filtrine, specialists for more than 40 years in the manufacture of water cooling equipment. Each installation backed by a nation-wide service organization.

SCOOLER and **HI-SCHOOLER** units are the only coolers with all of these required features:

- Serves hundreds of students in a matter of minutes because of extra large water storage reserve, and multiple outlets.
- Econo-cycle cooling reduces starts and stops—virtually eliminating maintenance.
- Famous "Taste-Master" purifier, improves the water and removes tastes, odors and suspended matter.



SCOOLER — 30" height for grade schools. Serves 552 students in two hour lunch period, with optional type and number of fixtures. Stainless steel or durable white Duco finish.

HI-SCHOOLER — Models to serve up to 2,300 students in two hour lunch period. Stainless steel or durable white Duco finish.

Write today for our new 8 page, special school catalog describing Filtrine's complete line of equipment for supplying cooled water for corridors and cafeterias—and name of your nearest Filtrine distributor.

FILTRINE
MANUFACTURING COMPANY

58 Lexington Avenue
Brooklyn 38, N. Y.

filtrine
HIGH EFFICIENCY

LETTERS

to the editor

Attention, citizens . . .

To THE EDITOR: Congratulations to Edwin Juckett for his fine article, *The Citizens' Role (and Control)*, in the February SCHOOL EXECUTIVE.

This important article we shall want to call to the attention of many individuals and citizens groups in New York State.

VIOLET EDWARDS, Exec. Director
New York State Citizens Comm.
for the Public Schools
New York City

Erie is thrilled . . .

To THE EDITOR: All of us rejoice in your selection of Erie children for the February cover, as part of *Citizens Visit Schools Via TV*, by Julian W. Shinol.

It is a real professional thrill to find such recognition awarded the series staff and students worked on.

JOHN M. HICKEY, Superintendent
Erie Public Schools
Erie, Pa.

A real classic . . .

To THE EDITOR: I have just finished reading the January issue of THE SCHOOL EXECUTIVE, which is, in my opinion, a real classic.

Those of us who are teaching administration, as well as the practitioner, will find this issue a helpful reference in years to come.

RICHARD WYNN
Assistant Professor of Education
Teachers College
Columbia University
New York City

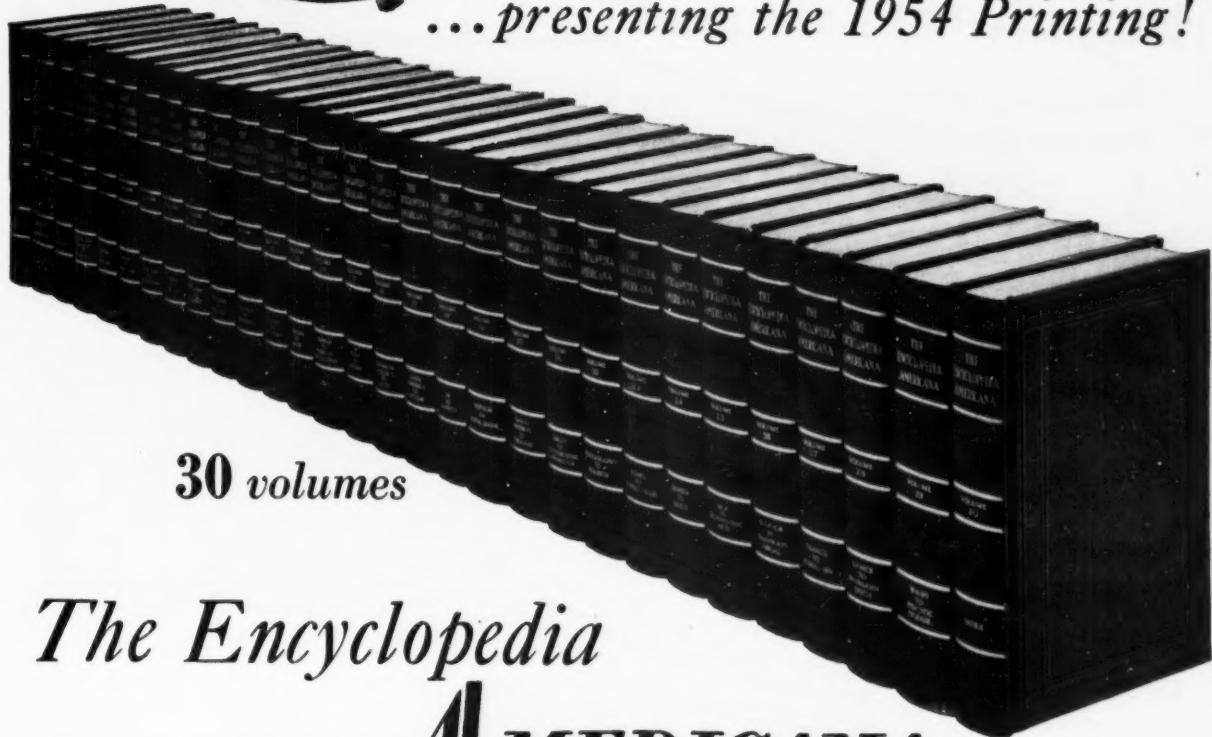
Profoundly contemporary . . .

To THE EDITOR: I have just finished reading word for word your January issue. The articles were admirable and profoundly interesting. The interest is far more than historical: it is profoundly contemporary.

FRANCIS KEPPEL
Dean, Graduate School
of Education
Harvard University
Cambridge 38, Mass.



...presenting the 1954 Printing!



30 volumes

The Encyclopedia **A***MERICANA*

First published in 1829

Here are some of the big features you'll find in the 1954 printing

- ★ 698-page alphabetical and topical index
- ★ 10,000 illustrations (many in full color)
- ★ 58,443 authoritative articles
- ★ 2,488 new illustrations added since 1951
- ★ literary allusions and personalities
- ★ hundreds of maps and charts in color
- ★ great literature in digest form

The 1954 Encyclopedia Americana contains new articles in the fields of Science, the Social Studies, Business and Industry, Language and Literature, The Arts, Religion, and Education. Discover the many ways this fine encyclopedia can be of service to you! Mail the coupon today!

Attractive Trade-In Allowances to Schools and Libraries

AMERICANA CORPORATION

EDUCATIONAL DIVISION
2 West 45 Street, New York 36, N.Y.

Gentlemen: Please send me a FREE copy of the 36-page illustrated booklet describing *The Encyclopedia AMERICANA*.

Name _____

Address _____

City _____ Zone _____ State _____

Title (if any) _____

SE

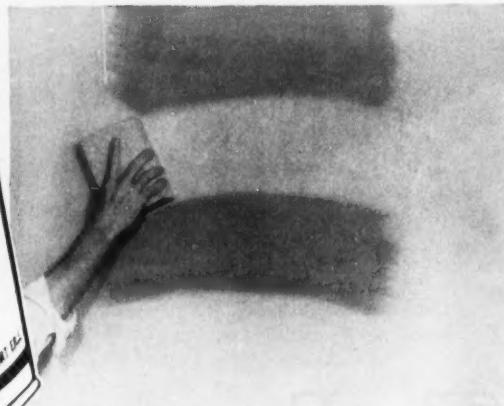
Will the wall paint you use pass the Mercurochrome Test?



If Your Walls
are Badly
Cracked or
Marred

On plastered walls that are badly cracked or marred, use Pratt & Lambert Lyt-all Stippling Eggshell to blot out these unsightly defacements. This durable paint rolls on and stipplies in one operation. It has no painty odor, and is really scrubbable. Available in the same, smart, decorative colors as Pratt & Lambert New Lyt-all Flowing Flat.

Here's how completely mercurochrome can be washed from a wall painted with Pratt & Lambert New Lyt-all Flowing Flat.



In testing wall paints for washability, our laboratories find mercurochrome among the most difficult stains to remove without harming the surface. Yet Pratt & Lambert New Lyt-all Flowing Flat passes the mercurochrome test with flying colors. Ink, lipstick, crayon, food stains, ordinary dirt and grime also wash off with little effort.

This means that New Lyt-all Flowing Flat will cut your maintenance costs by giving you more wall washings between paint jobs. It rolls or brushes on so easily and smoothly, yet covers so well in *one coat* that you will get better painting, even with inexperienced help. *This fine, alkyd, flat enamel is free from objectionable odor.* Paint a room in the morning and use it that same night!

Your Pratt & Lambert dealer has New Lyt-all Flowing Flat in a wide selection of new colors, especially suitable for hospitals and schools. Ask him for a color card, or write Pratt & Lambert-Inc., Buffalo 7, N. Y.

PRATT & LAMBERT-INc.

Paint and Varnish Makers

NEW YORK • BUFFALO • CHICAGO • FORT ERIE, ONTARIO

THE SCHOOL EXECUTIVE

I hear
our school lab's
getting a
freezer!



When students hear about a new freezer being installed in the school laboratory—it becomes a subject of conversation. They're interested, because the home freezer is growing constantly more important in American homemaking. It is helping to revolutionize food shopping and food preservation, as well as meal preparation and meals themselves. The family that has a freezer lives better. Meals are more likely to be well balanced. Food cost can be lowered.

That is why students need, and are eager for, instruction in the proper preparation and packaging of foods for freezing—the modern method of food preservation. They expect your school to "be modern—electrically."

You need a freezer to teach food freezing. It's not difficult to have one in your school laboratory. The cost is moderate, and installation is simple. This appliance doesn't require special wiring—simply plugs in like a refrigerator. If your school doesn't have one, your local electric light and power company, or electric appliance dealer will tell you how easy it is to obtain and install.

FARM & HOME FREEZER SECTION
National Electrical Manufacturers Association
155 East 44th Street, New York 17, N. Y.

ADMIRAL • BENDIX • COOLERATOR
CROSLEY • DEEPFREEZE • FRIGIDAIRE
GENERAL ELECTRIC • GIBSON • HOTPOINT
INTERNATIONAL HARVESTER • KELVINATOR
NORGE • PHILCO • QUICFREZ • REVCO
SEAGER • WESTINGHOUSE



**Does your school have the
FREEZER
TEACHING KIT?**

This new way to teach food freezing makes effective freezer instruction easy. Includes 12 beautiful, full-color wall charts and Home Freezer Teaching Guide. To receive your FREEZER TEACHING KIT absolutely FREE, simply use the coupon!

FARM & HOME FREEZER SECTION
National Electrical Manufacturers Association
155 East 44th Street, Dept. SE-3-54
New York 17, N. Y.

(Please check) School has . . . does not have . . . an Electric Home Freezer in the Home Economics Laboratory.

Please send, absolutely FREE, the new Freezer Teaching Kit to:
Your name and title . . .

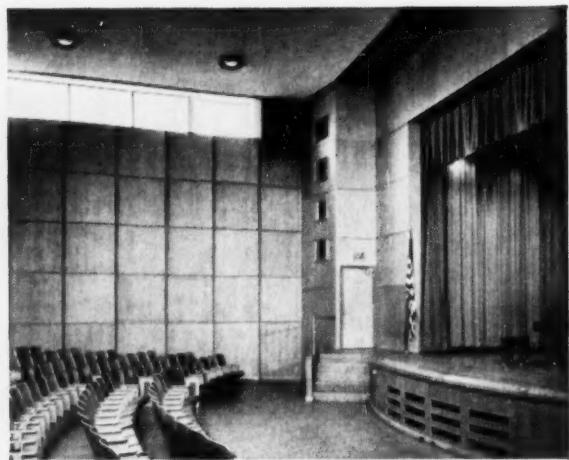
Name of school . . .

Address of school . . .

City . . . Zone . . . State . . .



Functional beauty of Weldwood products is the keynote here. Birch Weldwood built-ins are backed by fir Weldwood. Egg crate ceiling is also of fir Weldwood. South School, New Canaan, Conn. Architects: Sherwood, Mills and Smith.



This rich-looking auditorium in the South School features white oak Weldwood on the walls. For new schools or modernizing old ones Weldwood hardwoods are a low-cost way to add beauty and protect your investment.

Five practical ideas for

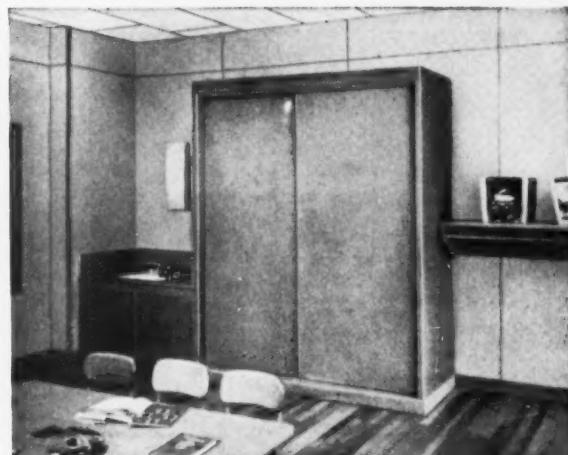
MAGNETIC ARMORPLY CHALKBOARD

Look what's happened to the old "blackboard." It's transformed to an eye-easy, chlorophyll green. Special porcelain-surfaced steel attracts magnets! Won't scratch,

chip, crack or dent. Never needs refinishing. Guaranteed for life of building! Louisa Alcott School. Architects: Somes, Griswold, Boyden, Wylde & Ames.



This Weldwood Fire Door in the Union Theological Seminary has faces of genuine oak veneer. Yet because of its unique mineral core, it carries the Underwriters' class B and C label. Architects: Collins, Willis and Beckonert.



At the Unqua School in Massapequa, L. I., new Novoply has been used extensively. Walls and sliding doors are all of this amazing product which stays flat and is free of defects on both sides. Architect: George A. Dippell.

today's modern schools

Functional, lasting beauty is the contribution of all Weldwood products to the school buildings of the nation.

The little red school house has changed into the big, carefully planned educational institution. Designers of new schools and modernizers of older ones are increasingly specifying Weldwood products because they are as functional as they are beautiful.

Take Armormyl Chalkboard, for example. The old "black-board" now leads a double life! The chlorophyll green color takes chalk beautifully and is easy on the eyes. Because the porcelain-on-steel face* attracts magnets, Armormyl® Chalkboard becomes a visual educational aid.

Look at this Weldwood Fire Door with beautiful oak veneer. Its mineral core makes it strong, yet lightweight . . . and it's guaranteed against warping, shrinking or swelling.

Then there's the exciting new Weldwood product—Novoply. It's a beautiful low-cost wood panel which can take rugged treatment whether used as wall paneling or for built-ins and furniture.

Of course there's nothing like the many varieties of Weldwood hardwood panels to add warmth and beauty to every room in a school. And all guaranteed for the life of the building.

When you are contemplating school modernization or new construction, look to Weldwood for functional beauty and long life. Don't hesitate to call on any of the 60 United States Plywood or U. S.-Mengel showrooms, located from coast to coast; or see your local lumber dealer.

*Porcelain enamel surface produced by the Bettigler Corporation.

Weldwood®

United States Plywood Corporation

World's Largest Plywood Organization

Weldwood Building, 55 West 44th Street, New York 36, N. Y.

and

U.S.-Mengel Plywoods, Inc.

Louisville, Kentucky



Weldwood is a registered trademark

DISTRIBUTING UNITS IN ALL PRINCIPAL CITIES

UNITED STATES PLYWOOD CORPORATION

WELDWOOD BUILDING, 55 WEST 44TH STREET, NEW YORK 36, N. Y.

SE-3-54

FREE: Please send me literature on:.....

NAME.....

Position in school, schoolboard or other.....

.....

ADDRESS.....

CITY..... STATE.....



Without wet strength, paper towels fall apart quickly — so you use more to dry your hands. Too much wet strength, and the towel lacks absorbency — so again you use more towels to do the drying job.

But *Controlled Wet Strength* in Fort Howard Handifold Towels provides strength without sacrificing softness or absorbency, for quick economical drying. Stabilized Absorbency keeps Fort Howard Handifold fresh and effectively absorbent for over a year, enabling you to buy in economical quantities. And Fort Howard Acid Free paper feels better, is kinder to hands.

These are the "plus values" that add up to superior towel performance — when you specify Fort Howard! Call your Fort Howard distributor salesman today!

*For 35 Years Manufacturers of
Quality Towels, Toilet Tissue and Paper Napkins*

FORT HOWARD PAPER COMPANY
Green Bay, Wisconsin

THAT'S WHY

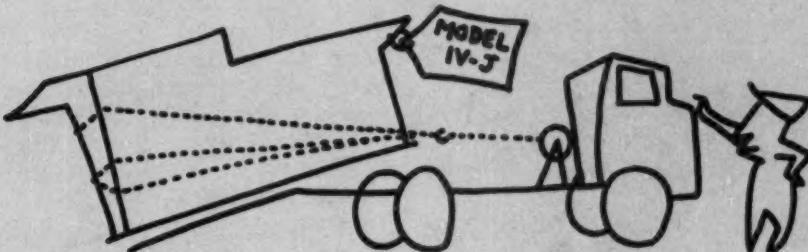
pure white
Fort Howard
Paper Towels

**GIVE YOU STRENGTH FOR
GREATER ECONOMY!**



OUR SCHOOLS

what the citizen wants to know about education



A stock plan school may be structurally sound, but it is unlikely to be an outstanding educational tool.

Plan the School for the Program

by GEORGE W. HOLMES, III
Director of Educational Planning
Roanoke City Schools, Virginia

RECENT LITERATURE has placed much emphasis on educational planning's influence on the development of a master plan for school plant facilities. Less direct emphasis has been placed upon the ways in which educational planning affects the actual planning of a specific school building. Since the individual school building is one of the "wheels within the wheel" of any master plan for school plant facilities, the school building should be the outgrowth of the same kind of thinking from which the master plan evolved.

The first step in any type of educational planning is the defining of the purpose of the educational system of a given community. Up to the point of promoting literacy, educational objectives are decidedly similar throughout the nation. Beyond that point various communities strive for educational goals which differ in many ways.

Does your community emphasize preparation

for college? preparation for a vocation? preparation for citizenship? the mental and physical growth and development of individuals? Perhaps one or all of these things are emphasized in addition to many other worthy goals. Perhaps your community is convinced that the school system is one of the major instruments through which the entire community is lifted to higher levels of action and higher planes of living.

Each community must set its own objectives according to existing needs. As new needs develop, new objectives come into being. Education cannot be static in a developing civilization.

Once the purpose of education is defined, it is logical that a program be developed for carrying out that purpose. Here then is the "meat" of educational planning and school plant planning. A community cannot possibly know what is needed in the way of school plant facilities until it knows what kind of educational program is needed. Mere shelter from the weather is one thing. The housing of an educational program calls for many things in addition to shelter.

There are many ways to "plan" a school build-

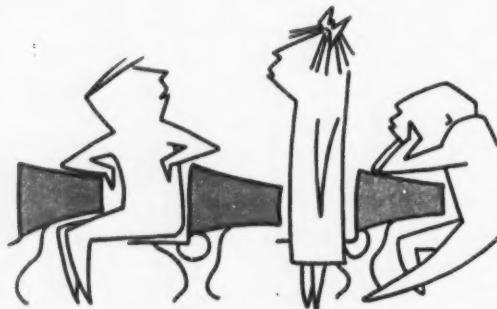
Next Month: "Developments in Teacher Education" by W. O. Penrose

No. 111. Reprints in quantities of ten or more may be purchased from The School Executive, 470 Fourth Avenue, New York 16, New York. 10 copies for 1 month: \$1.00, for 12 months: \$10.00; 25 copies for 1 month: \$2.00, for 12 months: \$20.00; 50 copies for 1 month: \$3.00, for 12 months: \$30.00; 100 copies for 1 month: \$5.00, for 12 months: \$50.00.

ing. The selection of a stock plan might be called planning. The procedure of calling in an architect and commissioning him to draw up plans and specifications for a building of X number of rooms has been referred to as planning.

These and similar procedures usually result in something which is accepted as a school building. There is little reason why such a building should not be structurally sound. More than likely it would protect children and teachers from the weather. With luck it might even provide for all physical comforts. It is even possible that such a building might meet many of the space requirements of the educational program.

It is doubtful, however, if such a procedure will often produce a building which is an outstanding educational tool. If a school building is to do more than provide seating and shelter for what seems to be an ever increasing number of children, it must be planned and designed accordingly. In other words the planners must have some very definite ideas as to what contributions the building is expected to make.

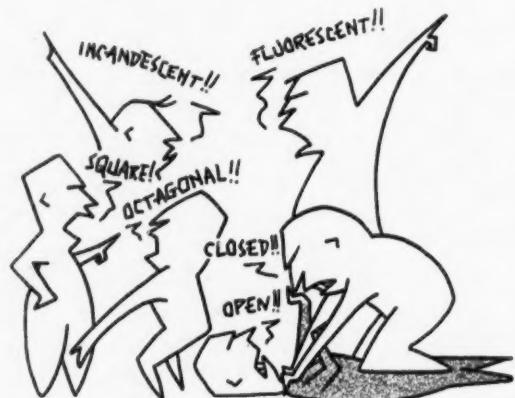


Standard room, standard teaching

The school plant provided by a given community to a great extent shapes the program of education offered in that community. Take for example the matter of classroom design. For many years educators, architects and laymen were prone to speak in terms of the "standard classroom." A "standard classroom" was usually a room measuring about 22 feet by 30 feet. It was intended that such a room provide the minimum seating space required for some thirty to forty children, space for circulation to and from the blackboard, and space for entrance and exit. Blackboards were placed on three walls. A few feet of space at the front of the room provided a place for the teacher's desk and a few maps. There is little question as to the type of teaching most likely to be found in the "standard classroom." Only the most ingenious teachers are apt to go very far beyond the very formalized recitation type of teaching which such a room almost dictates.

It is important to remember that the "standard classroom" was the outgrowth of a type of educational planning, and as such it represents predominant educational beliefs, practices and policies of three or four decades ago. This classroom was planned in terms of an educational program which few present-day communities are willing to accept. Yet, "standard classrooms" are still being built in spite of the fact that they do not provide a setting for the program of education which many communities want.

In such cases the educational program has become a missing link in building design. This situation can be avoided if the planners will insist that classroom design be based on a thorough study of the ways of the classrooms are to be used in the present and the ways they are likely to be used in the future. The same thing holds true for each and every element of any school building.



Emphasize job, not just tool

In this age of technological advances which surpass even the wildest dreams of half a century ago, it is not surprising that school plant planning sometimes becomes deeply involved in the technical aspects of building. The surprising thing is that a people who are so proud of their ability to create tools for a specific job or operation seem to be in danger of failing to emphasize the job (education) to which the tool (the school building) must contribute. One need but glance at educational and architectural publications to find endless discussion pro and con concerning open plans, closed plans, cluster plans, octagonal rooms, hexagonal rooms, square rooms, fluorescent lighting, incandescent lighting etc., etc.

Unfortunately, one sometimes must search diligently to find educational reasons for some of the technical innovations described. This is not to say that such innovations are bad. No doubt many of them are excellent, but they are excellent only if they contribute something to educa-

tion. The point is that educational planning must reach below the surface and explore the reasons behind certain choices which have been made by various communities.



Varied programs mean varied buildings

The true worth of a school building can be judged only in terms of use. A good school building makes possible and even encourages the type of education which a given community wants. A poor school building discourages and often makes impossible certain types of educational programs.

An architect with more than thirty years experience in the school plant field recently remarked, "The hardest job of my professional career has been trying to get people to realize that when I design a school building, in many respects, I actually design a program of education." It might be well to pause and reflect upon that statement.

It would be wonderful if an article such as this could set forth the perfect formula for planning the perfect school plant. While it is unlikely that school plant planning will ever be reduced to a formula, progress is being made toward better planning procedures and toward better results in hundreds of communities. Teachers, administrators, school board members and laymen are working on the problem. Architects are working on it too.

The results of all this work are particularly evident in thousands of new elementary school-buildings. Elementary classrooms are coming to be learning laboratories designed and equipped for the many activities which go to make up the program of the elementary school. What was once an elementary school gymnasium is well on the way to becoming a play room which can be used in many ways. The elementary school library is rapidly becoming a work center rather

than simply a storeroom for books. These and many other encouraging things are happening simply because people are willing to take the time to sit down together and plan buildings around the type of educational program they want.

Planning procedures vary from community to community, and justly so, because no two communities are exactly alike. A community might approach the planning of a new school building along the lines of a community self-study program carried out by local citizens groups (groups composed of laymen, board members, administrators and teachers). Such a study should reveal existing educational strengths and weaknesses and point the way toward the true purpose of education in that community. Various specialists from outside the community could be called in as needed. Desired changes in educational program, once revealed, could be planned for. Probable future changes could be predicted with some degree of accuracy.



Architect must know program

The foregoing procedure would be time-consuming but it would place the community in a position to plan an outstanding school building. Community representatives would be in a position to say to an architect, "This is our educational program. These are the activities which are necessary to carry out our program. This is the type of environment we want. These are the kinds of equipment and the kinds of facilities which will be needed. Use your creative ability and your technical knowledge to design a building which will fit our educational program."

What is your situation? Have you put "first things first" in your building program? Has your planning been limited to the number of additional seats which must be provided or have you based your planning on an educational program designed to meet the needs of the pupils and the needs of the community?

Teachers' Salaries and the Cost of Living

HAROLD F. CLARK, Economic Analyst, Teachers College, Columbia University

The average salary in teaching is now above \$800 per month. This is approximately the average beginning salary of engineers. It is unreasonable to expect no serious results in the teaching profession from this wage inequity.

Many figures have been presented in recent months indicating that some of those entering teaching are not among the ablest students in our institutions of higher learning. These figures are a matter of real concern. Low salaries of teachers are slowly, but relentlessly, beginning to affect quality in certain situations. Relatively few of the ablest men students are going into teaching. The situation is still relatively satisfactory as far as women are concerned.

Despite this, there is hope from the standpoint of graduate students in education, as a recent study indicates. At 42 major universities, tests were administered to graduate students in all fields of learning. The average score of all the students was 129. The score of the average student in education was 127.

More significant, however, was the very large number of education students falling above the median of all the fields. For, there were more students in education scoring above 129 than the total graduate students in any but three or four other fields.

Some of the physical sciences with small numbers of graduate students had high average scores. But it is important to remember that there were more students making scores above 129 in the field of education than there were total graduate students in these fields. In some of

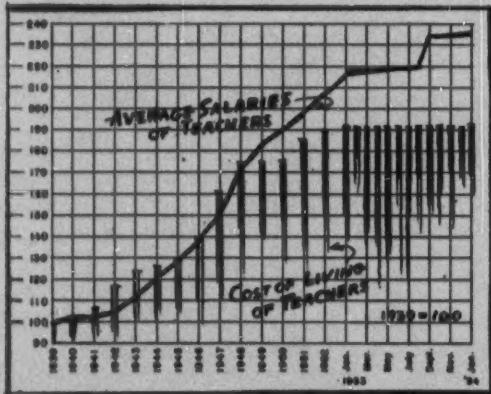
the very large fields such as history, the average score was only 129 and there were a great many low scores also.

There are proportionately far more able graduate students in education than in any other field. One-third of all graduate students in these 42 universities were in education. It is a matter of very great importance to the country that this field can attract more able people than any other field as far as graduate students are concerned.

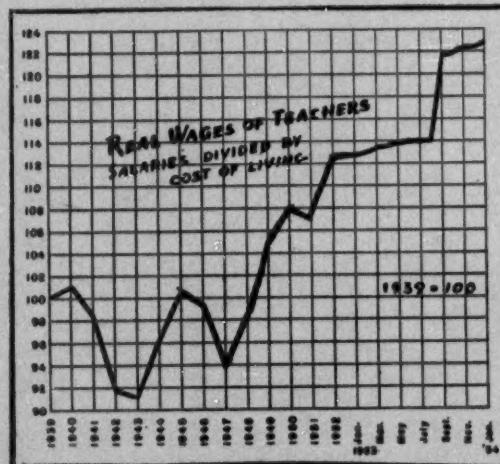
This is not a fact which can be taken for granted indefinitely. Relatively low salaries for teachers has already had a very serious effect on undergraduate male students. The quality of men entering the field as undergraduates is declining. Undoubtedly many of the graduate students of great ability entered the profession when the salary comparisons with other fields were much more favorable to teaching.

We have no reason to assume that 25 years from now education will have more able graduate students than any other field, unless there are major salary adjustments in teaching. Education has a large backlog of extraordinarily able people, but no occupation can long continue to ignore the quality of new entrants without paying the price ultimately.

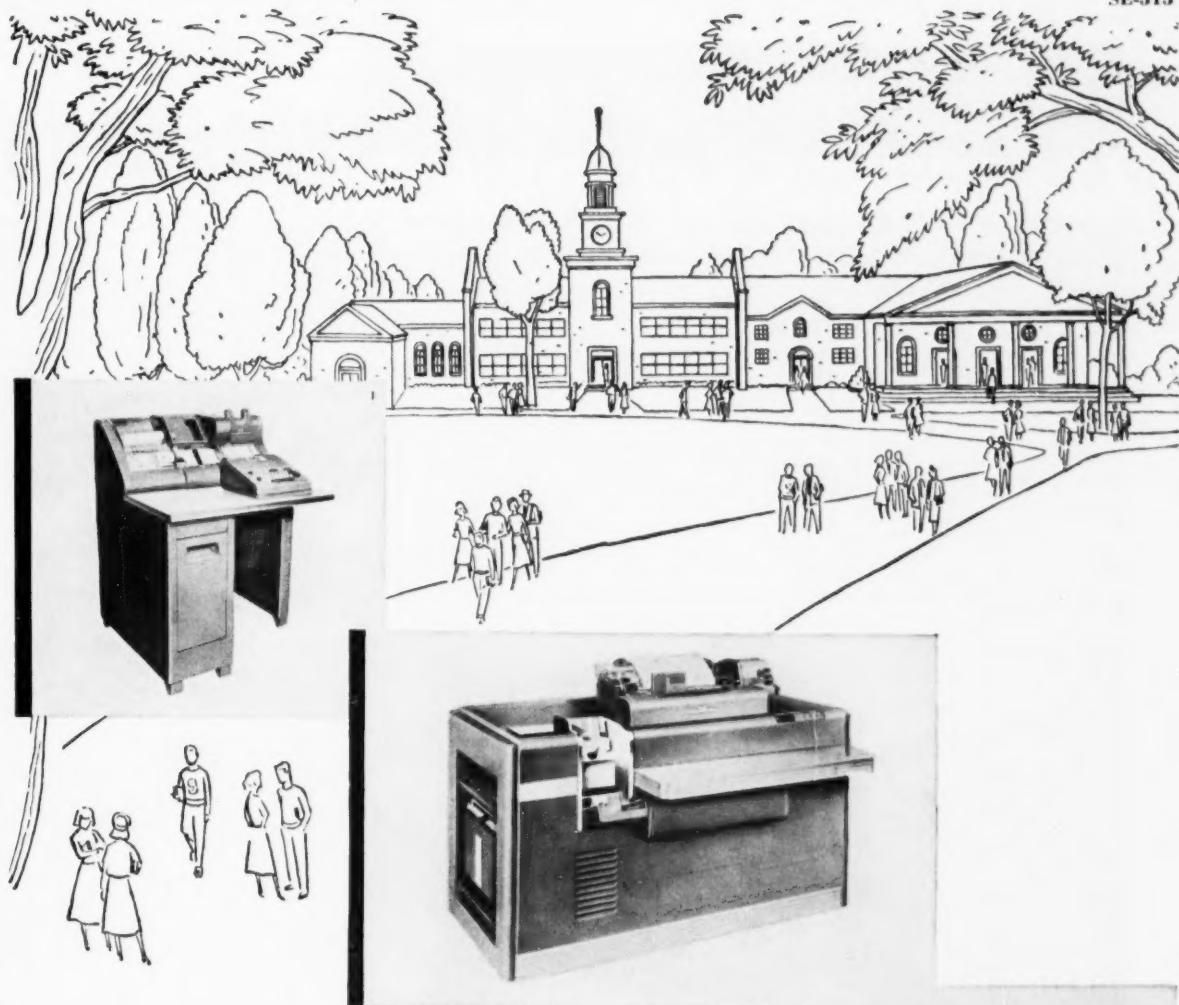
It is even more imperative, however, to illustrate the need for adequate salaries for the few tens of thousands of very able persons now teaching. New ideas and improvements usually come from this group. Unless a fair proportion can be kept in education, the result could be a major disaster to our society.



The real wages of teachers continues to advance very slowly, with the January index at 123.0. The cost of living has been unusually stable over the past twelve months, rising less than one percent. Teachers' salaries, however, rose about five percent, as have wages of other



groups. The relative position of teachers in the national wage scale, therefore, improved slightly, but not very much.



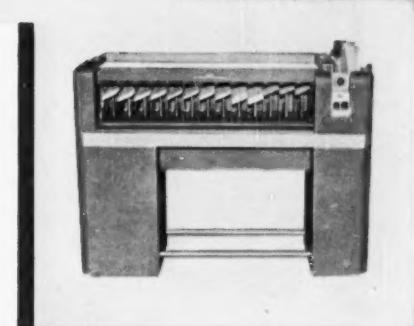
NOW

**Public School Systems, too,
can enjoy the benefits of
IBM ACCOUNTING**

Small public school systems, administrative and accounting functions now can be handled with only 3 IBM machines: the new Printing Summary Punch, a Sorter, and an Accounting Machine.

Using IBM Punched Cards and Machines for this work saves both time and money and results in more effective administrative control.

Registration, class enrollments, full student records, teaching-load data, and other factual reports are prepared quickly, accurately. Budgetary control, payroll, accounts receivable and payable, as well as other routine accounting work can be handled on the same machines.



For full details about this low-cost IBM installation, write to IBM, Dept. SE-2, or call the IBM office nearest you.



INTERNATIONAL BUSINESS MACHINES
590 Madison Avenue, New York 22, N.Y.

HERE'S CONVINCING TESTIMONY...

Pittsburgh

Controlled study of 20,000 report cards of 2,500 pupils in three Baltimore schools by leading psychologists of The Johns Hopkins University proves that planned color benefits student behavior and performance.

Planned color environment—according to the principles of Pittsburgh COLOR DYNAMICS—definitely has favorable effects on the behavior and performance of school children. This has been convincingly demonstrated by an outstanding psychological study conducted on a large scale under actual field conditions.

This test took place over a two-year period in Baltimore elementary schools. It was made by members of the Psychological Laboratory of The

Johns Hopkins University's Institute of Cooperative Research.

Three schools were included in this experiment. One school was not repainted during this test and served as the control school. Another was repainted at the end of the first year with conventional colors. The third was repainted according to COLOR DYNAMICS. Approximately 20,000 report cards of 2,500 pupils were microfilmed and analyzed during the test.

The test recorded definite improve-

ment in behavior and scholastic traits in the school painted the COLOR DYNAMICS way. Kindergarten pupils improved 33.9 per cent over the preceding year. Next best was improvement of 7.3 per cent in the school conventionally repainted. In Grades III to VI, pupils recorded an improvement of 8.9 per cent in the COLOR DYNAMICS school. Next best was improvement of one-half of one per cent in the conventionally redecorated school.

In the light of such evidence, why not try COLOR DYNAMICS in your school—and see the difference proper color surroundings can make.



Primary classroom used in Baltimore school experiment after being repainted according to COLOR DYNAMICS.



PITTSBURGH PAINTS

PAINTS • GLASS • CHEMICALS • BRUSHES • PLASTICS • FIBER GLASS

PITTSBURGH PLATE GLASS COMPANY

IN CANADA: CANADIAN PITTSBURGH INDUSTRIES LIMITED

COLOR DYNAMICS[®] Improves Grades!

"These Clear Results Should Interest Every Educator,"

Say Psychologists Who Conducted Experiment!

WE HAVE been convinced for some time that color and its dimensions (hue, value and chroma) influence human behavior. We have felt certain of the advantages to be obtained from the use of scientifically controlled color in a school environment.

"Nevertheless, we are pleasantly surprised to see such amazingly clear results come from this research, since this type of problem is difficult to handle experimentally. These positive results, we feel sure, will be of real interest to educators and all others concerned with the color design of school facilities."

TEST SHOWS STUDENTS MADE GREATEST IMPROVEMENT IN SCHOLASTIC ACHIEVEMENTS

- Examination of averages for seven performance traits of students in Grades III to VI in COLOR DYNAMICS test school shows that greatest improvement was made in traits dealing with scholastic matters.

Trait	1949-50	1950-51	Difference	% Improvement
Social Habits	3.130	3.311	.181	5.8
Health Safety Habits	3.279	3.526	.247	7.5
Work Habits	2.832	3.038	.206	7.3
Language Arts	2.645	2.922	.277	10.5
Arithmetic	2.554	2.771	.217	8.5
Social Studies	2.862	3.223	.361	12.6
Art-Music	2.976	3.274	.298	10.0

FREE—Color Engineering Study!

- We'll be glad to send you a comprehensive book explaining how to use COLOR DYNAMICS. Better still, we'll be glad to make a complete color engineering study of your school or any part of it, without obligation. Call your nearest Pittsburgh Plate Glass Company branch.

MAIL THIS COUPON TODAY

Pittsburgh Plate Glass Co.,
Paint Division
Department SE-34,
Pittsburgh 22, Pa.



Please send me a FREE copy of your booklet:
"Color Dynamics for Grade Schools, High Schools
and Colleges."

Please have representative call for Color
Dynamics Survey without obligation on our part.

Name _____

Street _____

City _____

County _____ State _____

A Bit of Foresight

Now, more than ever before, the need for things adequate and substantial presents itself.

Today and tomorrow, in our world of increased population, we may find ourselves far short of necessity, far short of demand for proper care.

A thought now toward a fund-raising program, planned and carried out by a staff of trained specialists, could well prove to be worthwhile foresight.

We invite your inquiry with no obligation.



1913
Fortieth Anniversary Year
1953

American City Bureau

(ESTABLISHED 1913)

221 North LaSalle Street
Chicago 1, Illinois

470 Fourth Avenue
New York 16, New York

Charter Member American Association of Fund-Raising Counsel



Kitchens like this are in the future of your home economics students. They expect to be modern . . . cook electrically!

Students have this kind of kitchen in mind . . .

where they can be Modern . . . cook Electrically!

Every year your schools start with a new group of home economics students. They're taking that subject because they want to be efficient homemakers some day. One thing they definitely need is instruction in *Electric Range cooking*. That's because more homes every day are being equipped with this modern range. It's the kind students look forward to having in homes of their own.

To keep your home economics laboratories constantly up to date, it is important to have not only *Electric Ranges*, but to have the latest models. If yours are out of date, your local electric light and power company, or electric appliance dealer can advise about installing new ones.

ELECTRIC RANGE SECTION

National Electrical Manufacturers Association
155 East 44th Street, New York 17, N. Y.

ADMIRAL • BENDIX • COOLERATOR • CROSLEY
DEEPFREEZE • FRIGIDAIRE • GENERAL ELECTRIC
GIBSON • HOTPOINT • KELVINATOR • MAGIC CHEF
MONARCH • NORGE • PHILCO • WESTINGHOUSE

School Laboratory Plans

To be sure your schools' home economics laboratories are modern, why not check them against the helpful FREE booklet—"The Modern Home Economics Department"? This valuable piece of literature includes suggested floor plans and other practical material, gives examples of how other schools arrange and equip their laboratories. Use the coupon to get your FREE copy!

ELECTRIC RANGE SECTION

National Electrical Manufacturers Association
155 East 44th Street, Dept. SE-3-54 New York 17, N. Y.

Please send me, absolutely FREE, copy of "THE MODERN HOME ECONOMICS DEPARTMENT"—home economics laboratory planning booklet.

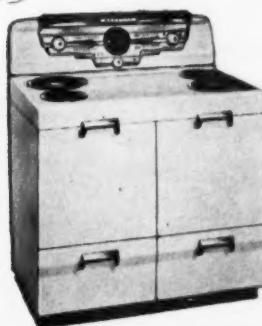
We have (total number) _____ students in our home economics classes.

Your Name.

Name of School.

Street & No.

City. Zone. State.



New ruggedness and reliability! . . .



NEW 1954 CHEVROLET SCHOOL BUS CHASSIS

New Chevrolet Advance-Design school bus chassis are built to deliver more reliable service with lower upkeep costs in your school transportation system.

That's because there's increased ruggedness engineered into these great chassis. And this new ruggedness means greater safety, too. For example, frames are stronger and more rigid

to provide extra protection for passengers.

In addition, new Chevrolet school bus chassis offer new engine power and economy plus many, many other important new advantages.

Why not ask your Chevrolet dealer to give you all the facts about this great new answer to your school bus needs. . . . Chevrolet Division of General Motors, Detroit 2, Michigan.

MODEL 6802 212-INCH WHEELBASE SCHOOL BUS CHASSIS

Gross vehicle weight, 13,500 or 16,000 pounds, depending on tire equipment. For School Bus bodies of 48- to 54-pupil capacity, Chevrolet "Loadmaster 235" valve-in-head engine,* 200 foot-pounds torque (pulling power) at speeds governed under 35 m.p.h. Heavy-duty brakes: Torque-Action, front; Twin-Action, rear; Dual-Shoe, parking.

*"Jobmaster 261" engine, optional at extra cost, develops 220 foot-pounds torque at speeds governed under 35 m.p.h.

MODEL 6702 199-INCH WHEELBASE SCHOOL BUS CHASSIS

Gross vehicle weight, 13,500 or 16,000 pounds, depending on tire equipment. For School Bus bodies of 42- to 48-pupil capacity, Chevrolet "Loadmaster 235" valve-in-head engine,* 200 foot-pounds torque (pulling power) at speeds governed under 35 m.p.h. Heavy-duty brakes: Torque-Action, front; Twin-Action, rear; Dual-Shoe, parking.

MODEL 4502 161-INCH WHEELBASE SCHOOL BUS CHASSIS

Gross vehicle weight, 10,500 or 12,000 pounds. For School Bus bodies of 30- to 36-pupil capacity depending on tires. "Thriftmaster 235" engine, 200 foot-pounds torque (pulling power) under 35 m.p.h. governed speed. Heavy-duty brakes: Torque-Action, front; Twin-Action, rear; Dual-Shoe, parking.

MODEL 3802 137-INCH WHEELBASE JUNIOR SCHOOL BUS CHASSIS

Gross vehicle weight, 7,600 pounds. For School Bus bodies of 16-pupil capacity, Chevrolet "Thriftmaster 235" valve-in-head engine, 200 foot-pounds torque (pulling power) under 35 m.p.h. Torque-Action brakes front and rear.



There's a Chevrolet School Bus Chassis to meet your school transportation needs

TORNADO® TWINS

REALLY "GET AROUND"

for

EFFORTLESS, SPEEDY

SCHOOL CLEANING

These are the famous Tornado Twins of modern school cleaning that are changing everyone's ideas. They're ready to show you how your school cleaning from floor to ceiling can be done faster and better.

Twin No. 1. The Tornado school cleaner picks up dirt or liquids at speeds above 300 m.p.h. With attachments it becomes a shoulder-type vacuum, a blower-sweeper, a portable electric blower or a powerful insecticide spray.

Twin No. 2. The new Tornado Floor Machine scrubs, burnishes, polishes or sands with speed and ease. It makes possible bright, new-looking floors that last longer under the hardest wear.

We'll be glad to send the Tornado Twins to call on you. Just write and tell us when and where you would like the demonstration.



WRITE FOR TORNADO SCHOOL CLEANER BULLETIN 600
TORNADO FLOOR MACHINE BULLETIN 619



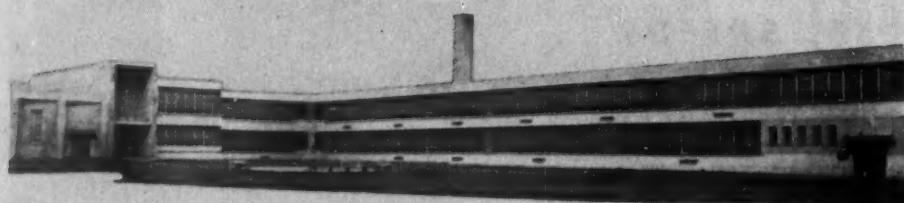
BREUER ELECTRIC MFG. CO.

5088 North Ravenswood Avenue • Chicago 40, Illinois



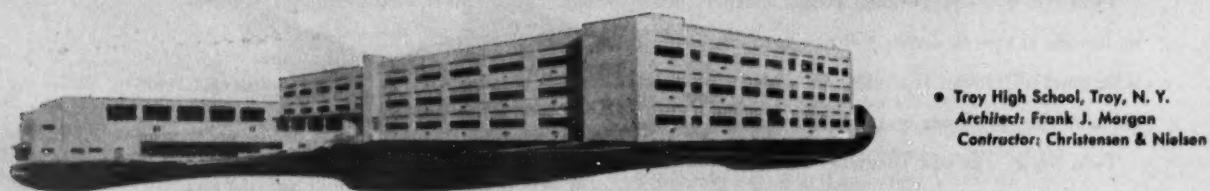
Architects, school officials and

ALUMINUM

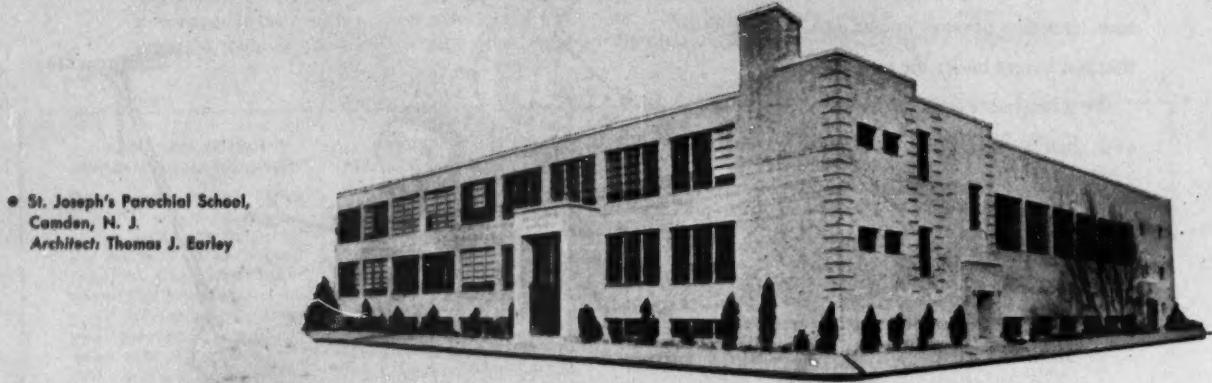


• South Mountain Junior H.S.,
Allentown, Pa.
Architects: Heyl, Bond & Miller
Contractor: L. W. Hunicker Co.

• Colwyck School, Wilmington, Del.
Architect: E. William Martin
Contractor: Rupert Construction Co.



• Troy High School, Troy, N. Y.
Architect: Frank J. Morgan
Contractor: Christensen & Nielsen



• St. Joseph's Parochial School,
Camden, N. J.
Architect: Thomas J. Earley

SURFACE PROTECTION IS NOT ENOUGH! *Only aluminum is rustproof through and through*

Only when you insist on aluminum windows can you be sure of windows that never, never rust... windows that never need painting. Regardless of claims, mere surface protection against rust is not enough. Wear, unintentional scratches in delivery or installation may nullify any protective surface coating and soon require painting. For your protection insist on aluminum—it's rustproof through and through.

TAXPAYERS give HIGHEST rating to **WINDOWS**

for lowest maintenance costs!

Architect or Member of the School Board—you can keep annual maintenance expenses on your new school buildings at an absolute minimum, if you insist on "Quality-Approved" aluminum windows.

Aluminum windows are a really worthwhile investment from any way you look at them. They remain beautiful for the life of the building. They always operate easily, keep out cold drafts, eliminate rattling, give more light and better visibility. They cannot rust or rot . . . NEVER need painting or costly repairs . . . save important maintenance dollars year after year. And that's why more and more school boards are insist-

ing on "Quality-Approved" aluminum windows for every new building.

"Quality-Approved" aluminum windows are available through many manufacturers in sizes and styles (double-hung, casement, projected and awning) to fit any design treatment. Only those that carry the "Quality-Approved" Seal have been tested by the Pittsburgh Testing Laboratory and approved for quality of materials, construction, strength of sections and minimum air infiltration. That's why it is so important to look for the red Quality Seal when you order or specify.

For copy of our 1954 window specifications book and names of approved manufacturers, see Sweet's (16a/ALU) or write today. Address Dept. SE-3.

Aluminum Window Manufacturers Association

74 Trinity Place, New York 6, N. Y.

DOUBLE-HUNG



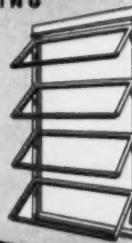
PROJECTED



CASEMENT



AWNING

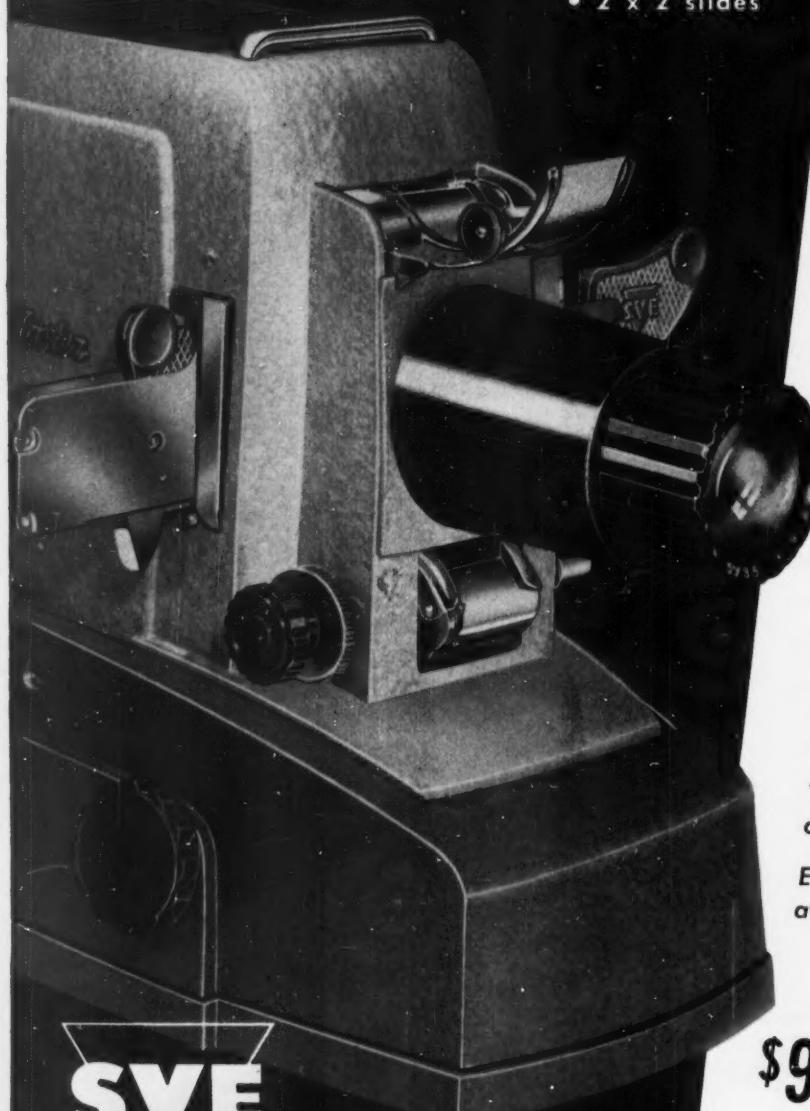


Specially designed for all 'round use . . .

school master 500

dual-purpose projector

- single frame filmstrips
- 2 x 2 slides



SVE

School Master

SOCIETY FOR VISUAL EDUCATION, INC.

(A Business Corporation) • 1345 DIVERSEY PARKWAY • CHICAGO 14, ILL.

500

500-watt lamp

Super blower cooling

Exclusive "Handi-handle"

Trunion-type elevating

Metal lens barrel

Operate from left or right side

Filmstrips to slides in seconds

Uni-way threading

Finger-tip framing

Sturdy, aluminum housing

Protecto-film channel

New heavy-duty slide carrier

f/3.5 Anastigmat color-corrected lens

"Sunlight" brilliance for daylight projection

Extra focal length lenses available

\$9850

COMPLETE

(projector, carrying case, and heavy-duty horizontal transverse slide carrier)

Projector only	\$84.50
Carrying case	9.50
Slide carrier	4.50

Available from all S.V.E. Audio-visual Educational and Religious dealers

ATF

Good School News

GRAPHIC ARTS—THE EDUCATIONAL FIELD WITH A FUTURE

American Type Founders, Educational Services Department, 200 Elmora Avenue, Elizabeth, New Jersey

Vancouver Has Complete Graphic Arts Program

A complete graphic arts course is now being offered in Vancouver, Wash., by Clark Junior College, Vancouver and Washington high schools—all operated by School District 37.

More than a thousand students, ranging from 10th grade high school sophomores to trade extension and trade training men are given thorough practical training in both letterpress and offset printing.

The well-equipped shop occupies two floors of Clark College's new million dollar building for vocational and applied arts. The new 17 x 22 ATF Chief, shown to the right, was selected for training students in the offset process. A 14" ATF darkroom camera and a No. 4 Little Giant are also in operation. Other ATF distributed equipment includes a Challenge drill, Diamond paper cutter and a Morrison saw and router unit.

The aims of the graphic arts division, according to Dean Oliver B. Klossner, are "...to give the students a complete view of graphic arts theory through job work, classroom instruction, movies, plant visits and lectures..."



ATF 14" darkroom camera gives Vancouver printing students actual experience in making plates for offset work.

ATF Helps Solve School Problems

ATF maintains a Specialized Department of Education to assist vocational schools in laying out a graphic arts shop, outlining training courses and finding competent instructors. ATF also serves as a source of supply for all printing equipment. Write for your copy of ATF's booklet, "Career Opportunities in the Printing Industry".



ATF 17x22 Chief at Clark College Graphic Arts Division trains students in offset printing.

Alabama School of Trades at Gadsden installs new ATF Little Giant Press

The popularity of ATF Little Giant presses for graphic arts instruction is rapidly increasing. With the installation at Gadsden they are now being used in schools of thirty four states.

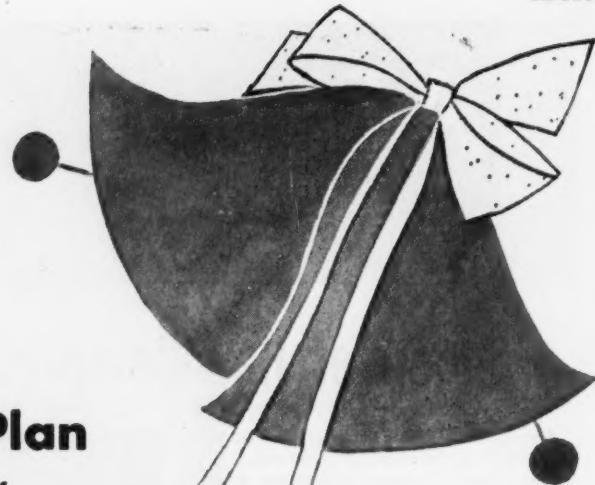
Because it operates on the same principle as the Kelly and other larger presses, the Little Giant is a particularly valuable training tool. It not only introduces students to the whole field of letterpress printing, but the Little Giant itself is finding ever increasing use in the graphic arts industry. Its centralized controls facilitate both operation and instruction. Also, being completely guarded and easily braked for immediate stops, the Little Giant 6 is easily the safest press on the market today. A Micro-Safety switch prevents operation when the press' side guard panels are removed.



This ATF Little Giant is now being used in the graphic arts vocational course of the Alabama School of Trades at Gadsden, Alabama. An ATF Big Chief offset press is also in use here.

Wedding Bells

**coming up fast for
2 out of 3 high school
Home Economics students***



Westinghouse School Plan

**helps you get them ready
for homemaking that's in step with their times**

Here's how it works

Under this Plan, schools buy the latest Westinghouse Appliances for only half retail cost . . . and have them replaced with new models every year at no further cost. Schools can start with a single appliance, or as many as they need for home economics training. Even schools with very limited budgets can soon acquire all the appliances they need when funds can be used for additional equipment instead of repairs on old, outmoded appliances.

Here's what it does for Home Ec classes

With up-to-date appliances in the classroom, teachers can show tomorrow's brides how to appraise

new product features in terms of family needs . . . how to use them in applying improved homemaking methods . . . how proper care affects product efficiency. Lessons really "come alive" when students get first-hand experience in using up-to-the-minute homemaking techniques and better buymanship. Teaching, too, becomes easier and more effective.

Teaching Aids Kit . . . free!

Contains five Reference Handbooks which many teachers use as textbooks on the selection, care and use of today's appliances . . . Student Fact Folders of condensed information from each Handbook . . . Sugar An' Spice Cookbook for young cooks . . . valuable materials on family nutrition, kitchen-laundry planning and other important phases of modern living.

For folder giving full details about Westinghouse School Plan, write to:

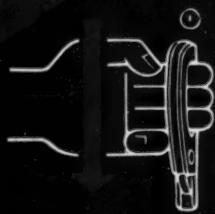
Westinghouse Electric Corporation
Consumer Service Department SE-3-54
250 East 4th St., Mansfield, Ohio

*Statistics show that 2 out of 3 high school home economics students marry within 2 years after graduation . . . 32% of all 18 and 19-year-old girls in the U. S. are married . . . 50% marry before they are 20.



**YOU CAN BE SURE...IF IT'S
Westinghouse**

ELECTRIC RANGES • REFRIGERATORS • HOME FREEZERS • AUTOMATIC WASHERS • CLOTHES DRYERS • WATER HEATERS
DISHWASHERS • FOOD WASTE DISPOSERS • VACUUM CLEANERS • ROASTER-OVEN • FOOD MIXERS • COOK-N-FRYERS



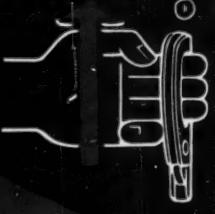
DOWN

AND ALL
DOORS LOCK
AUTOMATICALLY



UP

AND ALL
DOORS UNLOCK
AUTOMATICALLY



Announcing

MEDART ELEMENTARY SCHOOL WARDROBES WITH
AUTOMATIC GROUP LOCKING CONTROL
AND POSITIVE PRE-LATCHING



MEDART

Grade Robes*

When master control is unlocked, individual doors can be opened and closed at will — when locked, individual doors can be closed and will lock automatically because of positive 3-point pre-latching.

Grade-Robes for free-standing installation are available for pre-built bases or with legs.

*Patent Pending

22" wide units, 60" high, without legs. Flush installation requires only 16" deep unfinished recess.†

Rugged die-formed steel construction. Baked enamel finish in gray, desert sand or olive green.

Three interior arrangements for 4 to 6 pupils, plus teachers' wardrobe or bookcases, are standard.

Write For Literature



MEADART PRODUCTS, INC. • 3524 DEKALB ST. • ST. LOUIS 10, MO.



St. Louis

Missouri

Announcing 3 New Corning DOUBLE-

New Bowls And Mug Save You Even More Money
On Tableware Replacement Costs! →

YOU asked for them! Ever since the introduction of Double-Tough Dinnerware last year, enthusiastic users have asked us to add other items to the line! Here they are: a new Double-Tough Soup Bowl, a Cereal Bowl, and a Beverage Mug—one with a handle your fingers can really get into! Like all CORNING Double-Tough Dinnerware, these new pieces are outstanding for—

Durability! Will not break when dropped from *twice* as high as the "breaking point" of most other ware. Handles are an integral part of the cups and mugs—will not break off. Rims are 50% stronger!

Cleanliness! Hard, vitreous surface leaves no hiding places for food or germs to lodge. No glaze to wear through. Dishes can be safely sterilized—heat won't crack or craze them!

Light Weight! Double-Tough Dinnerware is 20% lighter than most other institutional dinnerware. Trays of stacked dishes are easier to carry and safer to handle!

Good Looks! Gleaming white surface of Double-Tough Dinnerware never grows dull! The sparkle goes all the way through—can't wear off! All dishes decorated with green bands.

Add Extra Savings With CORNING **DOUBLE-TOUGH** TUMBLERS Reduce Glass Breakage More Than 50%!

Here's real proof of tumbler savings! York Research Corporation made a scientifically controlled study of tumbler breakage in leading New York hotels. They tested thousands of CORNING Double-Tough Tumblers against ordinary glass tumblers—using both kinds in regular hotel service. Results proved Double-Tough Tumblers outlasted ordinary tumblers from 3 to 4.3 times—would pay for themselves several times over from savings on breakage!

Special tempering makes CORNING Double-Tough Tumblers exceptionally resistant to impact damage—makes the rims super-resistant to chipping! Any tumbler that chips on the rim will be replaced—*free of charge!*

Thin and good-looking, these durable Double-Tough Tumblers come in four graceful shapes. Start saving on breakage, see your equipment dealer today.

Corning DOUBLE-TOUGH Dinnerware and Tumblers

made by the makers of PYREX Ware
BRAND

Money-Saving Pieces Of **TOUGH** DINNERWARE!



A COMPLETE LINE OF TUMBLERS —From 4 Ounces To 12 Ounces— TO MEET EVERY NEED!



Mugs stack for easier handling! And the easy-to-grasp handles just can't break off—they are an integral part of the cups!



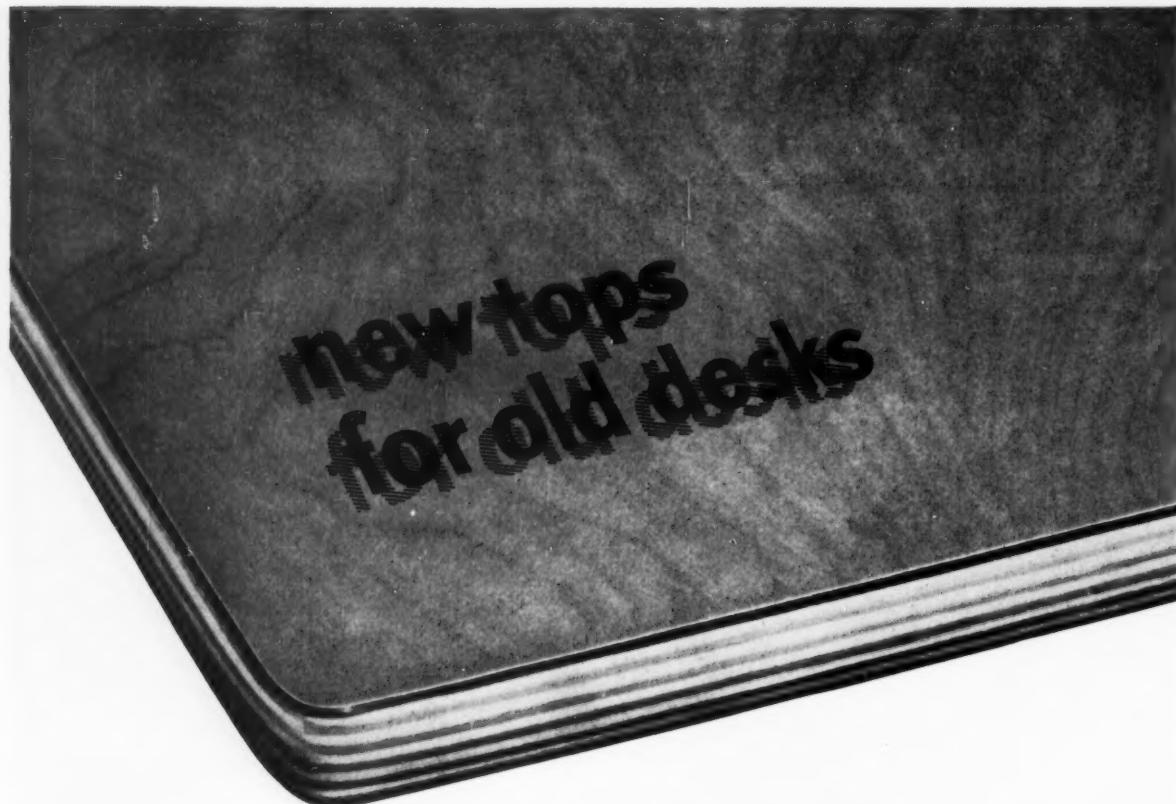
Look for the LITTLE GLASS BLOWER trade-mark on the bottom of each tumbler!



Consumer Products Division

Corning Glass Works • Corning, New York

"CORNING," "PYREX," and "Double-Tough" are trade-marks in the U. S. of Corning Glass Works, Corning, N. Y.



*triple the life of your school desks
with Norcor's
Desk Top Replacement Program*

NORCOR'S PLASTIC SURFACED DESK TOPS

have

- ✓ "Student Proof" Melamine Plastic Surface
- ✓ 11-Ply Balanced Plywood Core
- ✓ Uniform, Low Light Reflective Surface
- ✓ Attractive, Modern "Blond Birch" Appearance



NORCOR'S POSTURE-CORRECT, FUNCTIONAL SCHOOL SEATING

NORCOR Tubular Steel Desks and Chairs, posture-correct in design, provide sturdy strength and versatility in use. Available in a complete range of sizes, for use from kindergarten to college.

NORCOR 500 Series Desk Chairs, sturdy and handsome in design, posture-correct, non-tipping, with desk top that adjusts forward and up simultaneously. Write for illustrated literature!



The **NORCOR** *Line*

SCHOOL FURNITURE DESIGNED TO FIT GROWING SCHOOL CHILDREN

THE NORCOR MANUFACTURING CO.

Green Bay, Wisconsin

Green Bay and Gillett, Wis. and Portsmouth, N. H.

The Manley Snack Bar Plan

A New Way to Help Your Students Earn Extra School Funds!



LOOK WHAT THE PROFITS FROM POPCORN, SOFT DRINKS, AND HOT DOGS CAN PROVIDE FOR YOUR SCHOOL!

Here's just a partial list of equipment and activities other schools, just like yours, have bought or supported with profits earned with Manley Machines

- Athletic Equipment
- Musical Instruments
- Radio and Television Sets
- Shop Tools
- Recording Equipment
- Public Address Systems
- Laboratory Equipment
- Phonographs and Records
- Playground and Gymnasium Equipment
- Encyclopedias and Books
- Funds for Outings, Picnics, Clubs, Educational Trips

Here's How The Manley Snack Bar Plan Works-

We send you complete information for setting up and operating a Manley Snack Bar at your stadium or gymnasium. Your students can easily build the snack bar themselves in the school shop.

What's more, students can also run the snack bar because of the ease and efficiency of Manley Machines. Then, you sell popcorn, soft drinks and hot dogs at all athletic events . . . and keep the profits for your school.

Experience proves that 60% of fans who flock to your school's athletic events will buy refreshments of some kind. So, when you sell them, the profits go to your school, your students learn while they earn, and your reward is that you're providing the things for your school that students need and deserve.

Don't delay at least investigating this plan today! Fill out and mail the coupon below right now for *complete information!*

FIND OUT HOW A MANLEY SNACK BAR WILL HELP YOUR SCHOOL—
Mail Coupon Today!

MANLEY, INC., Dept. SE-334, 1920 Wyandotte St., Kansas City 8, Mo.

- Please send complete information on how we can adapt the Manley Snack Bar Plan profitably in our school.
 Please have your representative call to explain in detail how Manley machines can help our school.

Name _____

Title _____

School _____

Address _____

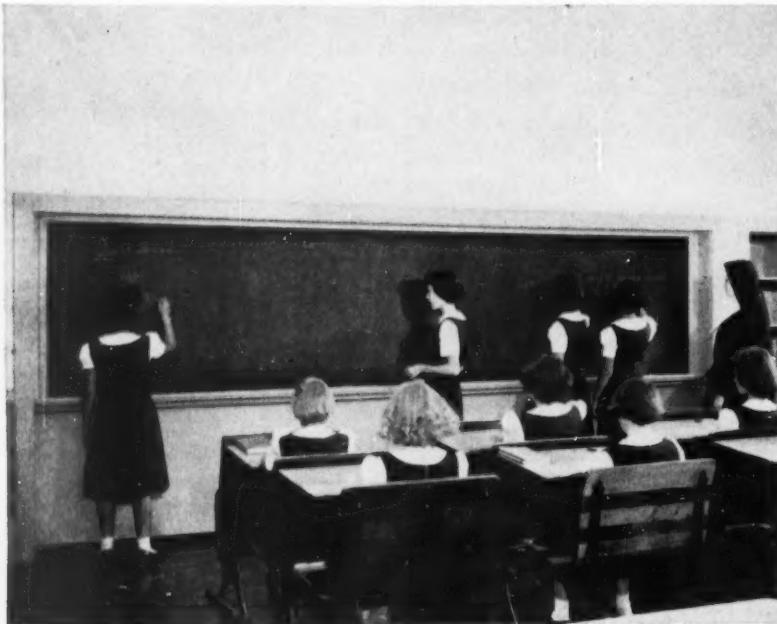
City _____ Zone _____ State _____



Barcol.

WARDROBEdoor

Better use of floor and wall space, more flexible classroom design for new or remodeled schools!
Ask your architect for full details.



MORE FLOOR AND WALL SPACE

SPACE is usable in this classroom through installation of a Barcol WARDROBEdoor. Shown here equipped with a chalkboard, its wide, unbroken, flat surface can also be furnished with a tackboard or combination of the two, or with any desired veneer finish. Note examples on opposite page. Conserves classroom area too—space-saving, vertical-action WARDROBEdoor requires no extra floor space for clearance.

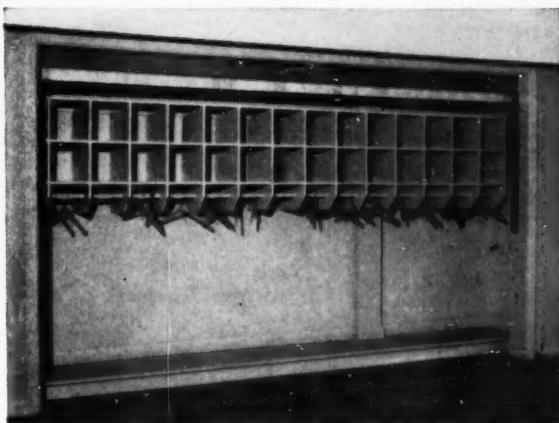
Left: St. Augustine School, Rochester, N. Y.

UNOBSTRUCTED CLOAKROOM

ACCESS is afforded by the Barcol WARDROBEdoor, which opens vertically into the wall. Annoying door interference with clothing and rubber footwear is eliminated. Absence of pivots, hinges, and other hardware makes cleaning easier. Full-view opening gives the teacher complete control of the "cloakroom rush." Standard coat hooks or any desired custom-built storage arrangement can be provided.

Right: Heuvelton Central School, Heuvelton, N. Y.





Note footwear ledge in custom interior at Craig School, Schenectady, N.Y.



Hallway installation of WARDROBEdoors at Amherst School, Snyder, N.Y.

EASY, FINGERTIP OPENING of Barcol WARDROBEdoor is made possible by accurate counterbalancing of its weight plus high-precision manufacture of the operating unit. Quiet operation is assured by nylon rollers running in continuous steel tracks. A chain and sprocket arrangement links the door sections and counterbalancing weights. The bottom section rises at twice the speed and clears the opening at the same time as the top section. A variety of decorative effects is obtainable by the use of beautiful veneers on the bottom section or both sections of the WARDROBE-door to match interior trim. Two standard sizes are available—12' x 6', for 48 students and 10' x 6', for 40 students.



Cork tile on tackboard area at Craig School, Schenectady, N.Y.



ROLLS EASILY UP OR DOWN—complete dimensional data and specifications on request.

ARCHITECTS WHO SPECIFIED Barcol WARDROBEdoors for installations shown here are:

Frank Quinlan, Rochester, N.Y.—St. Augustine School
John C. Ehrlich, Geneva, N.Y.—Heuvelton Central School
Sargent, Webster, Crenshaw and Folley, Syracuse, N.Y.—
Craig School
C. Lurkey, Buffalo, N.Y.—Amherst School

**Exhibited at the A.A.S.A. Convention
Atlantic City, N.J., February 13-18, 1954**

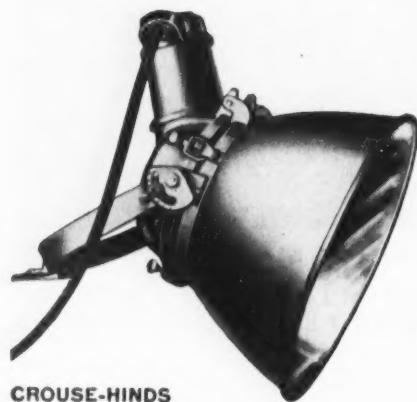
For complete literature on the WARDROBEdoor call your Barcol distributor—he's listed under "Doors" in your 'phone directory—or write:

BARBER-COLMAN COMPANY, Dept. NH43 ROCKFORD, ILLINOIS

Win more games!



CROUSE-HINDS Floodlights can help you — three ways



CROUSE-HINDS

Type FLA ... the modern floodlight designed especially for sportsighting by sportsighting experts



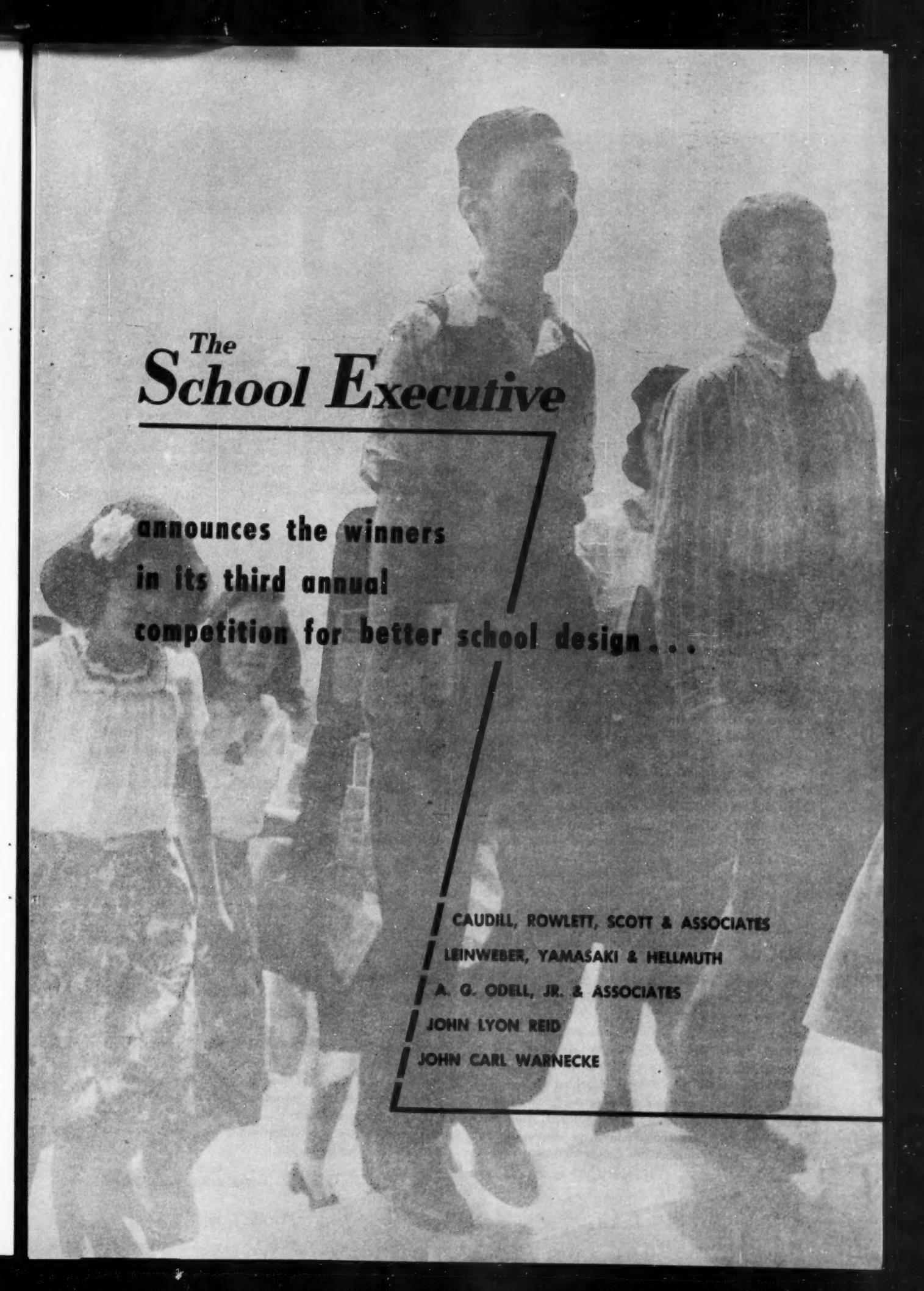
- 1 **More practice time.** With a well planned Crouse-Hinds floodlighting installation on your home field your practice sessions are not limited by the setting sun. When the sun goes down the simple flick of a switch will "turn on the daylight" and you can keep right on drilling your team as long as necessary to perfect those winning touchdown plays.
- 2 **Team spirit.** Morale is the decisive factor in many a hard fought gridiron battle. The most potent morale builder for any team is to play before well filled stands of loyal home town boosters. Crowds of fans who work during the day turn out for night games — even in the early season. This builds the sort of team spirit that pays off on the day of the "big game".
- 3 **Bigger cash income.** The increased revenue from the bigger crowds that attend night games makes more cash available for any number of the things that every coach desires, such as more and better athletic equipment, and snappy uniforms of higher quality. These are the things that help to induce more of the husky boys to go out for the team and at colleges, attract more athletic talent from the high schools.

Crouse-Hinds lighting engineers will recommend the proper selection and arrangement of floodlights for any application. Send drawings and details. Bulletins covering NEMA standard plans for the lighting of baseball, football, and softball fields are available.

CROUSE-HINDS COMPANY Syracuse 1, N.Y.

OFFICES Birmingham — Boston — Buffalo — Chicago — Cincinnati — Cleveland — Dallas — Denver — Detroit — Houston — Indianapolis — Kansas City — Los Angeles
Milwaukee — New Orleans — New York — Philadelphia — Pittsburgh — Portland, Ore. — San Francisco — Seattle — St. Louis — St. Paul — Tulsa — Washington.
RESIDENT REPRESENTATIVES, Albany — Atlanta — Baltimore — Charlotte — Corpus Christi — Reading, Pa. — Richmond, Va. — Shreveport
Crouse-Hinds Company of Canada, Ltd., Toronto, Ont.

FLOODLIGHTS · AIRPORT LIGHTING · TRAFFIC SIGNALS · CONDULETS



The **School Executive**

**announces the winners
in its third annual
competition for better school design . . .**

CAUDILL, ROWLETT, SCOTT & ASSOCIATES

LEINWEBER, YAMASAKI & HELLMUTH

A. G. ODELL, JR. & ASSOCIATES

JOHN LYON REID

JOHN CARL WARNECKE



The judges pick a winner (John Lyon Reid's Deer Park School). From left: Donald Barthelme, Stanley Sharp, Lawrence Perkins, John Cartwright, Wilfred Clapp. The judging lasted 2 days, 25 firms came up for honors.

the third annual competition . . .

The *School Executive's* national Competition for Better School Design was instituted three years ago to stimulate greater attention on the part of architects and professional school people to the need for better school building.

Our third Competition covering buildings constructed in whole or in part during the calendar year 1953 has now been completed. The 139 buildings which were judged were submitted by 114 architectural firms, and represented school architecture from 33 states.

The types of schools reviewed by the jury panel consisted of 84 elementary schools, 38 secondary schools, 3 twelve-year schools, a day-nursery school, a school for the cerebral palsied, an administration and warehouse building, and college structures such as music building, gymnasium, biochemistry and virus laboratory building, library, normal school plant, junior college plant, swimming pool, college of medicine plant, physical education building, and an agriculture and technical institute plant. These undoubtedly offered a fair cross section of the types and character of educational buildings constructed in 1953.

The Competition was judged on January 18-19. The five members of the jury panel were: Lawrence B. Perkins, AIA, Perkins and Will, Architects, Chicago, Chairman; Donald Barthelme, AIA, Donald Barthelme and Associates, Houston, Texas; John S. Cartwright, Superintendent of Schools, Allentown, Pennsylvania; Wilfred F. Clapp, Assistant Superintendent in charge of School Organization and Plant, State Department of Education, Lansing, Michigan; and J. Stanley Sharp, AIA, Ketchum, Giná and Sharp, New York City. The sole basis for judging, according to the rules governing this Competition, was "excell-

ence of the design to solve the problem needing solution." The problem given to the jury was to select the five architectural firms which, in its judgment, has provided the best solutions for the problems before them. In addition, the jury selected ten firms for honorable mention because of the excellence of their designs, and ten firms for special mention because of excellent design features.

It is interesting to note that the five firms selected as top award winners designed buildings for elementary and junior high school use. No senior high school or college building, in the opinion of the jury, reached this top level of design.

The five firms winning top awards were awarded bronze plaques. The other twenty firms cited received scrolls. These awards were made at a special meeting in Atlantic City's Convention Hall on February 13. The winning entries were on exhibit throughout the meeting of the 1954 AASA Convention at Atlantic City in The *School Executive* booth. Slides from the materials submitted in this Competition are now in preparation and will be available to architects, school administrative officers and school boards. A major section of the April issue of *The School Executive* will be devoted to an analysis of all of the Competition materials.

It is our belief, after studying the jury's report and analyzing the materials, that the 1953 Competition, as well as those of the two previous years, will do much not only to stimulate increased attention to the need for better design but to demonstrate that it is possible to secure it. The materials in this year's Competition warrant the careful study of all who, in any way, are concerned with the building of schools.

top award winners

The jury panel for the Competition was asked to select the five architectural firms whose school building designs they considered the outstanding solutions to each particular design problem. This year the judges selected seven designs by the five firms who they felt deserved this commendation. Their designs are presented on the following 12 pages. Each of these firms was awarded a bronze plaque.

- John Carl Warnecke; San Francisco, California:
Annex to White Oaks Elementary School, San Carlos, California
- Caudill, Rowlett, Scott & Associates; Bryan, Texas:
Mirabeau B. Lamar Junior High School, Laredo, Texas
Caudill, Rowlett, Scott, Neff & Associates; Bryan, Texas:
Sam Houston Elementary School, Port Arthur, Texas
- Leinweber, Yamasaki & Hellmuth; Detroit, Michigan:
*Detroit University School & Grosse Pointe Country Day School,
Grosse Pointe Woods, Michigan*
- John Lyon Reid; San Francisco, California:
Manor Elementary School, Fairfax, Marin County, California
Deer Park Elementary School, Fairfax, Marin County, California
- A. G. Odell, Jr. & Associates; Charlotte, North Carolina:
Double Oaks Elementary School, Charlotte, North Carolina

John Carl Warnecke

for design of

**White Oaks Elementary
School Annex
San Carlos, California**

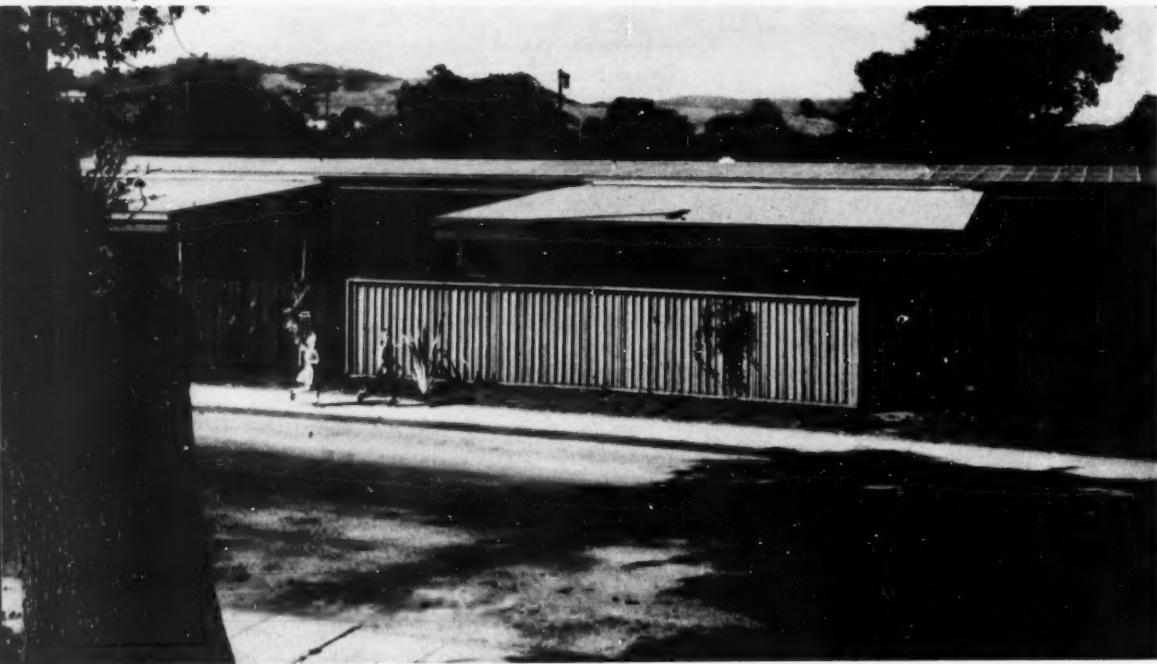
Warnecke



John Carl Warnecke

With offices in San Francisco and Oakland, Architect John Carl Warnecke is encircling the Bay Area with a variety of creditable work, much in the school field. This ranges from kindergarten and elementary level (the design described here is a kindergarten annex; his hillside Mira Vista Elementary School in El Cerrito won a top award in the 1951 Competition) to junior college and graduate school design. Two qualities stamp Warnecke's work: his strong regional approach to architecture; and his studied analysis of a community's problems. The latter accounts for his frequent participation in school planning conferences, his privately published research reports on special projects, and published articles on architectural problems.

Ronald Partridge



● Gifted handling in relating small outdoor to indoor spaces; delightful use of small curved site.



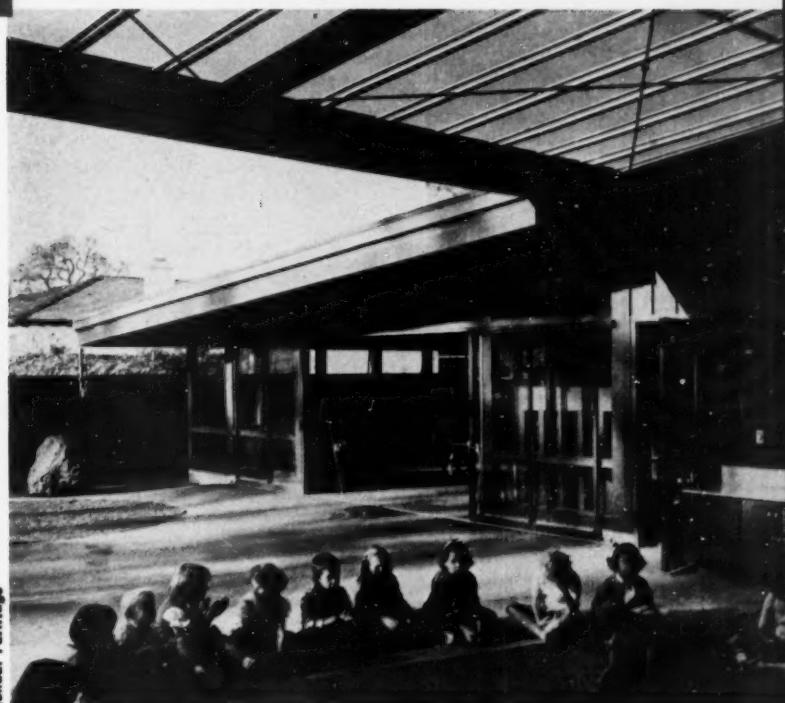
Superintendent Ruth W. Melandy, left, and Mrs. Bernice Chase, principal.

Rudy Kahn



PROBLEM: To build a kindergarten grade-1 annex on a small curved site of 5 home lots across the street from existing elementary school; to blend school with surrounding homes and original school; to use maximum space for educational purposes; to achieve home-and-yard resemblance for this transitional period from home life to group activity. (No office or cafeteria facilities or general playgrounds needed, they are provided at main school.) **SOLUTION:** Eight units (4 each of K and 1) opening off central curved corridor; each has indoor, covered outdoor, and open outdoor areas; single long skylight daylights the corridor and inside corners of classrooms. In materials, design and scale it resembles a good contemporary California home. Total pupil capacity: 240. About 3,000 square feet of indoor-outdoor space for each of the 8 units. Construction costs: \$156,759.

INDOOR
OPEN OUTDOOR | COVERED OUTDOOR



Top: skylighted corridor curves with the site, it becomes a little "main street" tying the 8 units together. Center: wood fence on street side is in staggered sections of natural redwood and driftwood grey; it emphasizes individual units, gives homelike appearance. Bottom: each unit has indoor area, which can be opened up by 12-foot-wide sliding doors; covered outdoor area, where the children are sitting; and open area with sandbox, circular grass plot and a large rock.

Caudill, Rowlett, Scott & Associates

for design of

Mirabeau B. Lamar Junior
High School
Laredo, Texas



W. W. Caudill John Rowlett Wallie Scott William Pena

Ronald Chatman

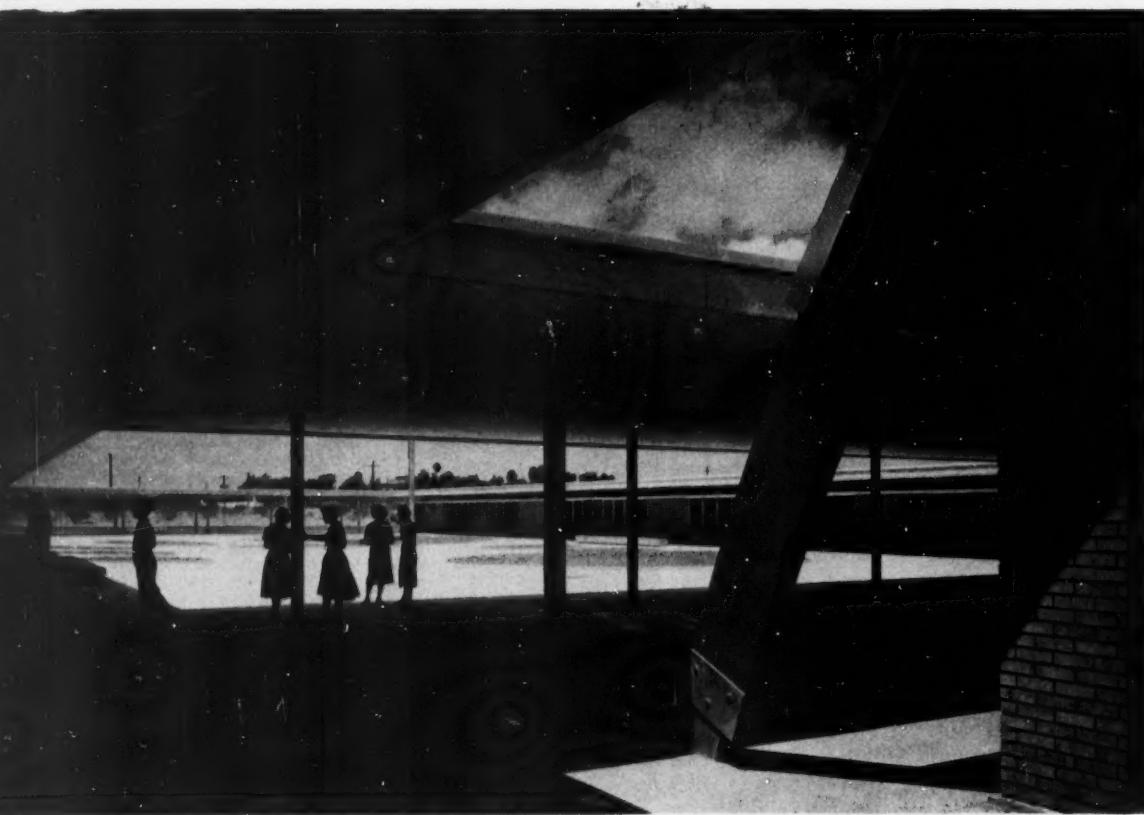
The firm of Caudill, Rowlett, Scott and Associates, of Bryan, Texas, began its practice in 1948. Since then it has designed 56 educational buildings in Texas and Oklahoma. Mr. Caudill and Mr. Rowlett are former professors of architecture at Texas A & M College and their two partners, Scott and Pená, as well as their eight profit-sharing associates are their former students. The school building designs of this firm have brought them national recognition (they received a top award in the 1951 Competition). This organization combined with the architectural firm of J. Earle Neff of Port Arthur for the design of the award-winning Sam Houston Elementary School, described on page 8.



J. Earle Neff

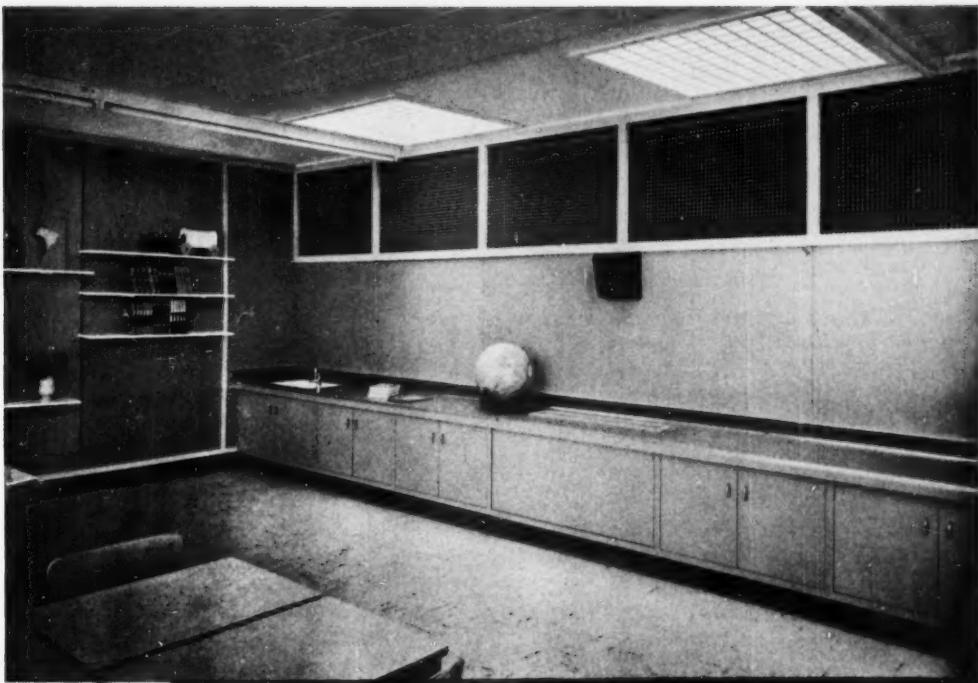
Refeel Neffville

Ulric Meisel



- Large-area structures retain indoor-outdoor relationship without sacrificing sun control.

partitions (left wall) are also teaching spaces



Left: Superintendent J. W. Nixon
Right: Principal W. E. Lockey



PROBLEM: To design a junior high school building to house an enriched program of broadening and finding courses; to design for a semi-arid climate (an abundance of sunshine, high temperatures, low humidity); to design with a tight budget in mind. **SOLUTION:** Deep back-to-back classrooms with low ceiling and flat roof; integration of partitions and teaching aids into "teaching space dividers"; outdoor corridors; ventilation through back wall of classroom; plastic sky lights in lift-slab concrete roof. The school houses grades 7-9 with a student capacity of 800. In addition to 20 regular classrooms it has 2 science rooms, art-craft room, home economics unit, library, administrative unit, guidance room, teachers' lounge, civic band and practice rooms, gymnasium with a disappearing exterior wall, air-cooled auditorium which seats 442, kitchen and cafeteria, and ample office and storage areas. Area: 64,841 square feet, cost: \$444,000.

folding wall opens up gym



winner

**Caudill, Rowlett, Scott,
Neff & Associates**

for design of

**Sam Houston Elementary School
Port Arthur, Texas**



umbrella roof shields classrooms, protects walls

PROBLEM: To provide an efficient elementary school plant; to provide a healthy and stimulating environment (the local climate is a mixture of tropical and temperate zone conditions); and to achieve these in an economical building which allows for low maintenance cost. **SOLUTION:** The plan includes both single-loaded and double-loaded corridors combining the advantages of each; bilateral lighting and natural cross ventilation is provided in all classrooms; selection and design of materials allows easy maintenance; covered activity areas provide outdoor play and teaching facilities protected from rain and sun; wide overhangs protect window walls from the sun and from splashing rain and mud. The 5-6 school houses 570 pupils, and includes 19 classrooms, music room, all-purpose room, administrative suite, clinic, book room, teachers' lounge, and kitchen. Area: 34,612 square feet. Cost: \$476,608.



Left: Superintendent Z. T. Fortescue
Right: Mrs. A. P. Reed, Principal

chalkboard and tacking panels form classroom partitions (left); cabinet at right is movable



School photos by Ulrich Meissel

interiors feature brick for easy maintenance, glass for spaciousness



winner in the 1953 competition for better school design

Leinweber, Yamasaki & Hellmuth

for design of

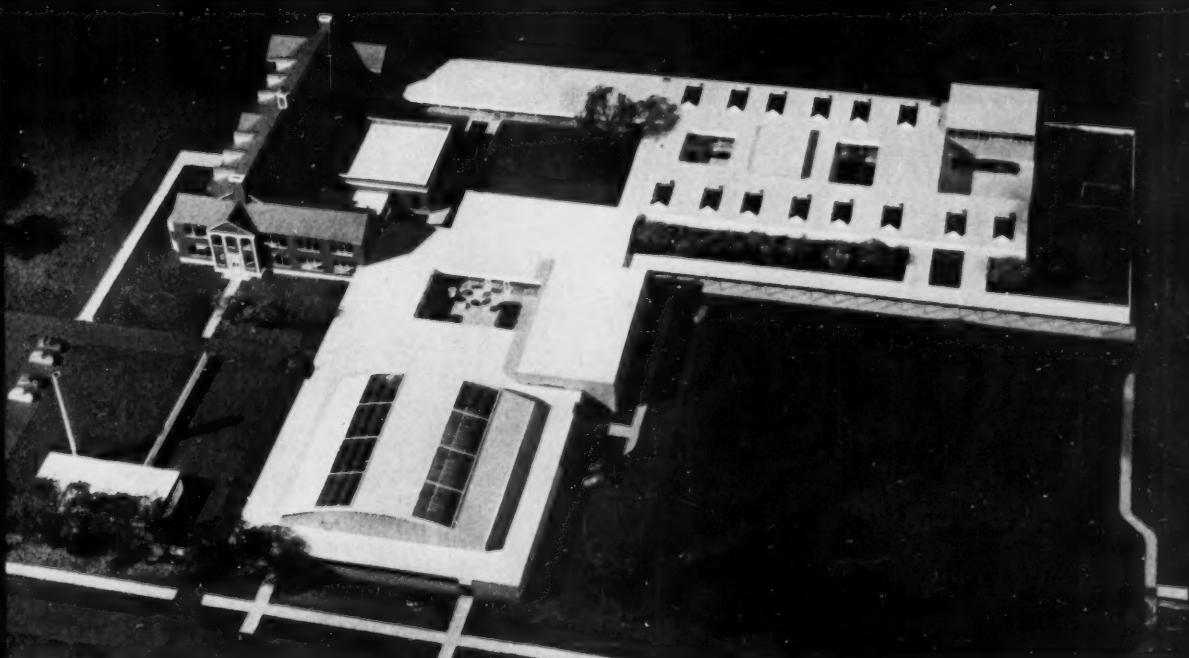
**Detroit University School and
Grosse Pointe Country Day School
Grosse Pointe Woods, Michigan**

Piaget Studio

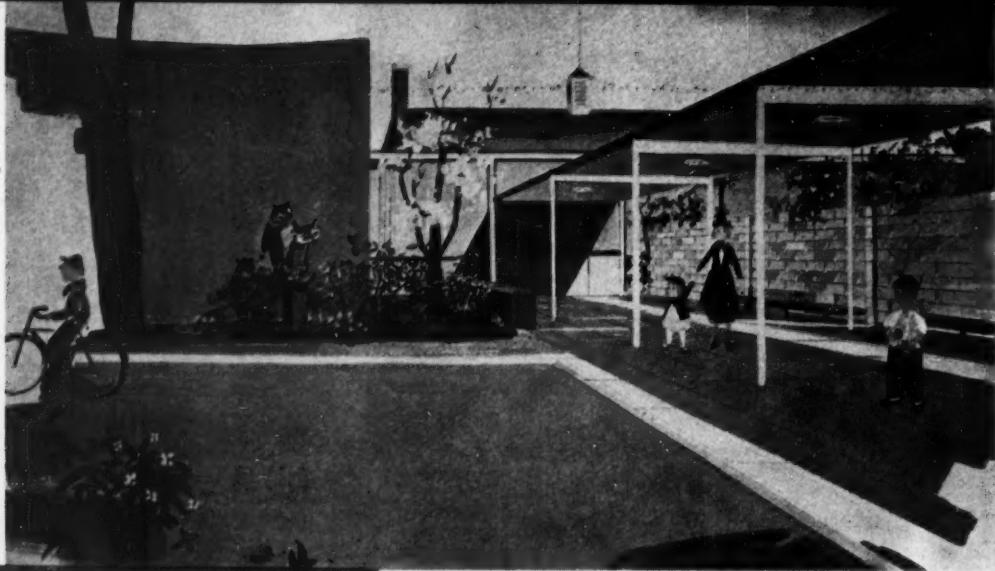


J. W. Leinweber M. Yamasaki G. F. Hellmuth

The firm of Leinweber, Yamasaki & Hellmuth, with offices in Detroit and St. Louis, was founded in 1949. It had its origin in a Detroit architectural firm of which each of the partners was a principal. In addition to the three partners, the firm's permanent technical staff includes 32 people. It has been commissioned to design schools, hospitals, stores, factories, multiple and private dwellings and interiors. Several of these designs have been cited in national architectural publications.

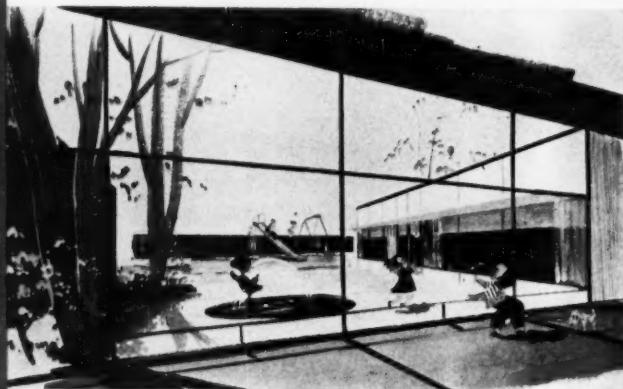


- Interesting relation of spaces and use of interior court yards for large compact building.



avenue connects new wings to existing building (background)

to design a nursery-through-twelfth-grade school connecting with an existing Colonial-style structure to design for coeducational classes in the third grade and for segregated classes in grades 4-12 (this is a carryover from the days when Detroit University School was a boys' school and Crose Pointe Country Day School was a separate girls' school). **SOLUTION:** The nursery school is housed separately; grades K-6, along with their own assembly room, multi-purpose room and administrative offices, are contained in the lower-grade wing; 7th to 12th grades are housed in the existing building; the elements common to all—cafeteria, gymnasium, cafeteria, administrative offices, music, art and library rooms—are placed between the elementary and high school wings. With a student capacity of 650 children, this private school numbers approximately 90 rooms. Total area: 76,000 square feet. Cost: \$1,420,000.



court and assembly room in lower-grade wing

lower-grade classroom



**John Chandler, Jr.,
Headmaster**

winner in the 1953 competition for better school design

John Lyon Reid

for design of

Manor Elementary School
Fairfax, California

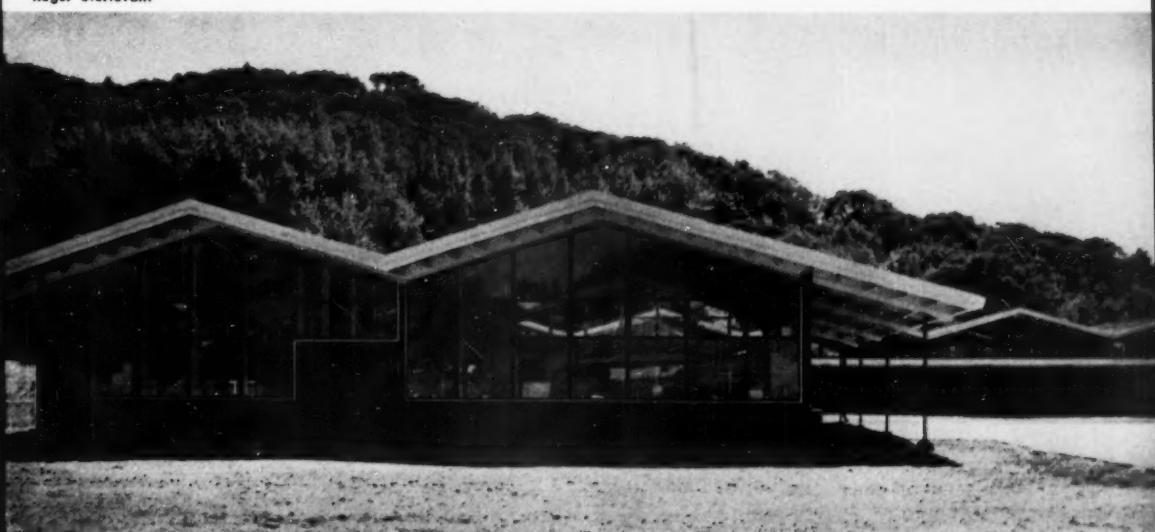
March



From left: William Gillis John Lyon Reid Burton Rockwell
Alexander Tarics Richard Banwell

John Lyon Reid has been prominent in the field of school design for a quarter of a century. He taught architecture for 14 years at M.I.T. and a year at the University of California at Berkeley. Specializing in the design of public school buildings in California, he was a partner in the firm of Bamberger and Reid, 1946-48. After the decease of Bamberger, practice continued under the present firm title. In addition to Mr. Reid, his firm includes the four other partners pictured above.

Roger Sturtevant

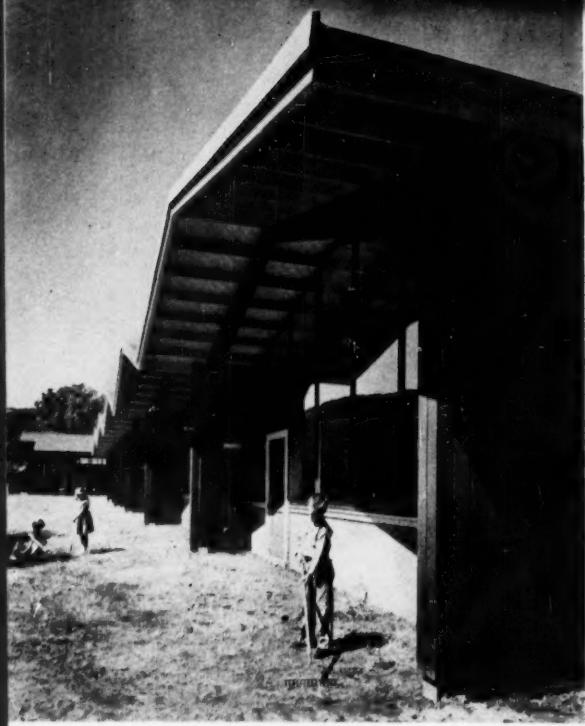


• This building raises the expression of simple structure (repetitive use of gables) to an art.

DESIGN. This elementary school was built under a grant of state funds awarded to rural and semi-rural school districts with funds to construct four one-classroom units which could be designed to suit individual needs. The site is located on a low tract which has a good soil quality and good drainage. The building is of heavy timber frame construction with a gabled roof.

SOLUTION. The structural system was developed as an economy measure provided an opportunity to realize a domestic atmosphere where each class has a "home." The classrooms are arranged to provide a close relation to the natural setting; the multi-use room, with kitchen, folding platform and folding wolf tables, is designed for dining, community use, play and athletics. Among the kindergarten-primary rooms are those separated from the other rooms and have their own play area; administrative offices and nurses' suite are centrally located near the entrance room. This K-6 school has a pupil capacity of 270. Area: 13,332 square feet. Cost: \$221,281.

School photos by Roger Sturtevant

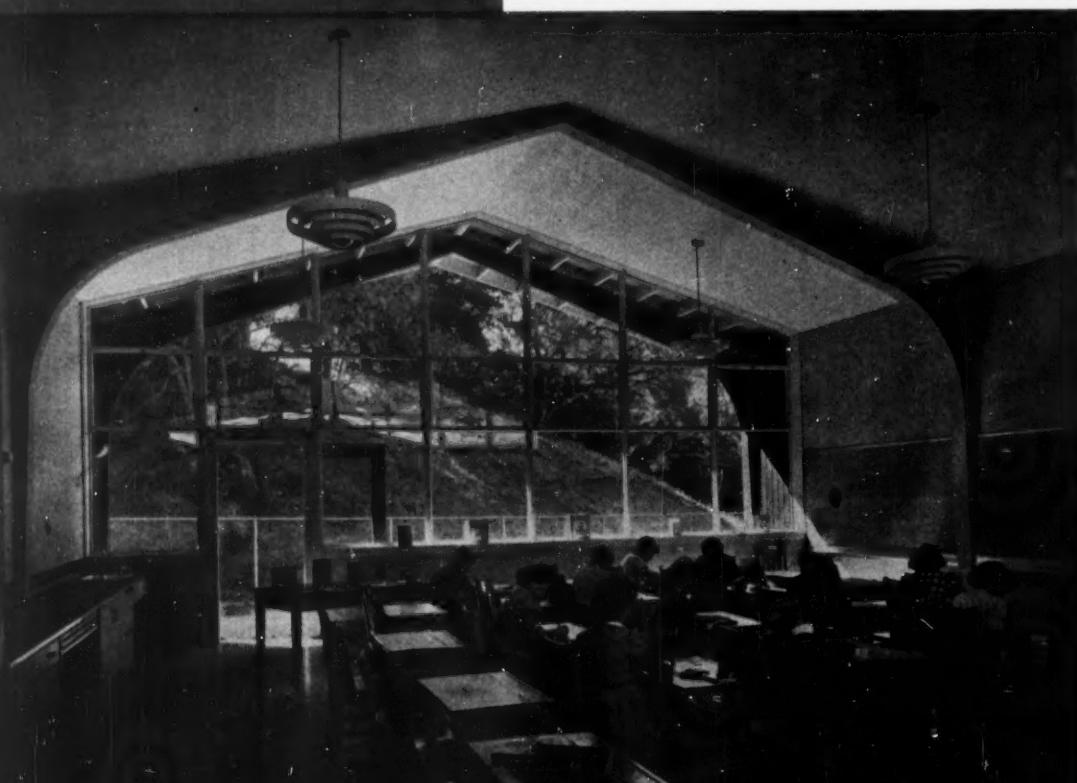


each class has a "house" of its own



Left: Superintendent Kenneth Forry
Right: Principal Homer L. Sisk

gabled roof provided fresh approach to bilateral lighting



winner

John Lyon Reid

for design of

Deer Park School
Fairfax, California



a serene home in a beautiful setting

PROBLEM: Like the Manor School, this K-6 school was also built under a grant of state funds awarded to needy school districts; the site is a park of splendid redwoods, oaks and bay trees—"one of the most beautiful sites we have ever had to work with"; level area was limited; daylighting was complicated by the trees. **SOLUTION:** the wings were placed close against the toe of the wooded hillside; a large bay tree provides a pivot for the wings and corridors; a ring of redwoods suggested the nearby location of primary rocks where it could provoke imaginative play-use; large clerestory windows face the hillside where the trees provide natural sun-control. The school includes 7 classrooms, kindergarten, music room, office and faculty room. Pupil capacity 305. Area: 17,283 square feet. Cost: \$230,867.

bay tree dictated wing location, now serves as play sculpture and bicycle rack



Bruce McDonald, principal



School photos by Roger Sturtevant

A. G. Odell, Jr. & Associates

for design of

Double Oaks Elementary School
Charlotte, North Carolina



A. G. Odell, Jr.

This architectural firm was established in Charlotte, N.C., in 1938. Previously Mr. Odell had worked for Wallace K. Harrison, New York architect. In addition to Charlotte, he has also designed schools for numerous other cities and counties in North Carolina and is architect for several county schools. He is also architect for several new municipal building projects in Charlotte as well as office buildings and commercial and residential projects. A former member of the Planning Board of the City of Charlotte, Mr. Odell is now president of the North Carolina Chapter of the AIA.



- Straightforward organization, clear detailing and ingenious response to a difficult site.



low fences separate individual class-yards

PROBLEM: To provide an elementary school on an irregular site in an extensive Negro housing development where no school had previously existed; to make it as economical as possible, completely fire resistant and as attractive as the finest schools for white children in the community. **SOLUTION:** Available funds allowed initial construction of the administrative unit and 8 classrooms, now occupied by grades 1-3; the ultimate development will provide for 12 lower- and 12 upper-grade classrooms; steel, concrete and brick construction are exposed where possible; exterior spandrels and exterior classroom wainscots are of porcelain enamel, for ease of maintenance, and are of different colors to assist in visual identification by the children. The administrative unit and 8 lower-grade classrooms accommodate 240 pupils. Area 35,200 square feet. Cost \$413,685.

lower-grade classrooms have movable platforms, floor-to-ceiling windows



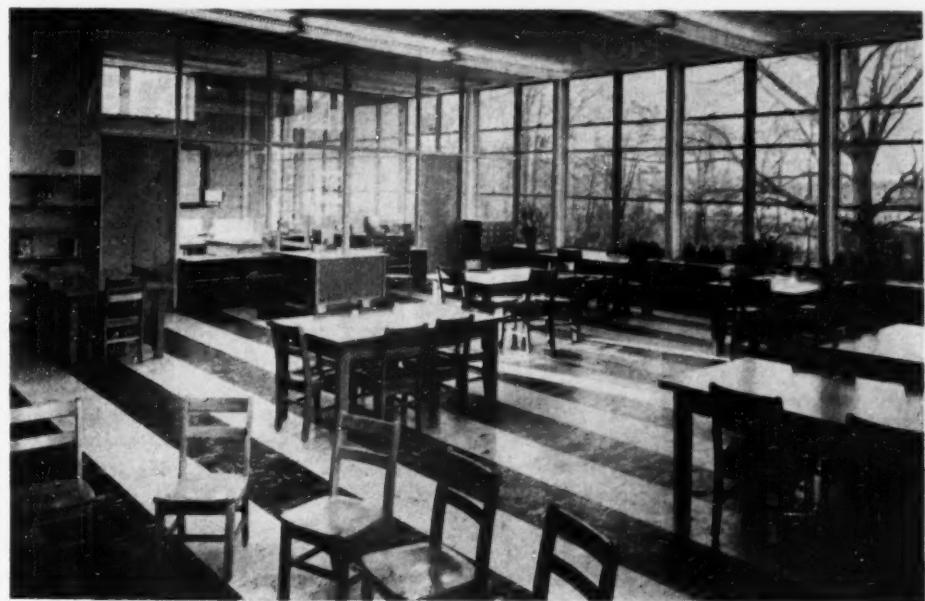
Elmer Garinger, superintendent



Mrs. G. Cunningham, principal

glass-walled library is adjacent to an outdoor reading terrace

School photos by Joseph W. Molitor



honorable mention citations

The judges of the Competition considered ten entries to be of excellent over-all design and deserving of honorable mention. These school designs are pictured on the following 5 pages. Each of these architectural firms was awarded an Honorable Mention scroll.

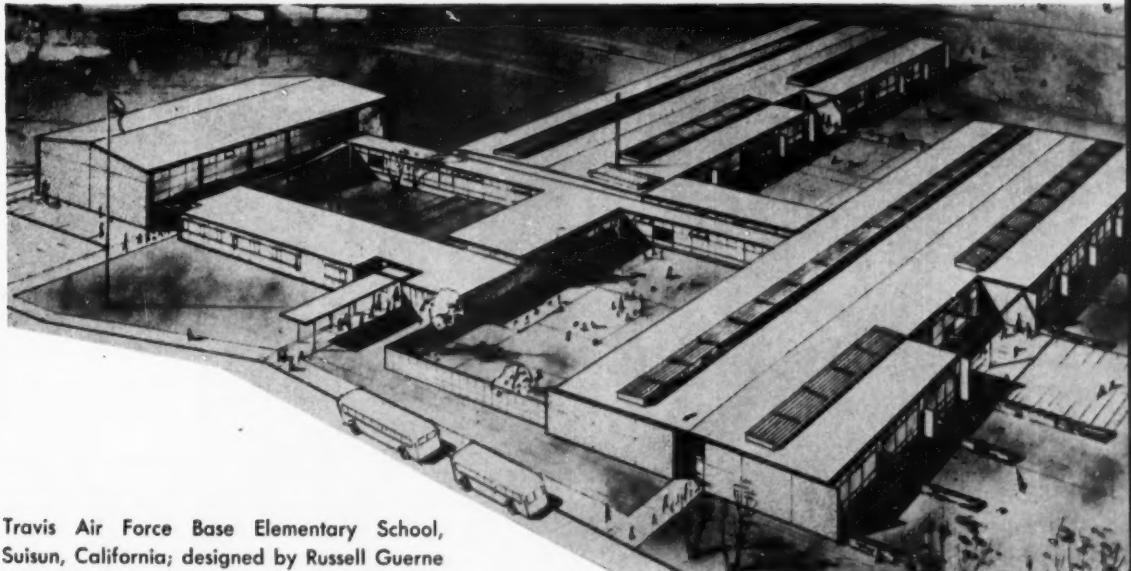
- Joseph H. Baker & Associates; Newark, Ohio:
Senior High School, Apple Creek, Wayne County, Ohio
- Russell Guerne deLappe & Mitchell Van Bourg; Berkeley, California:
Travis Air Force Base Elementary School, Suisun, California
- Max Flatow — Jason Moore, Albuquerque, New Mexico:
Irene McCormick Grade School, Farmington, New Mexico
- Victorine & Samuel Homsey, Wilmington, Delaware:
Frederick Douglass Stubbs Elementary School, Wilmington, Delaware
- William B. Ittner, Inc.; St. Louis, Missouri:
Addition to Des Peres School, Kirkwood, Missouri
- A. M. Kinney, Inc., Charles Burchard, Dir. of Arch.; Cincinnati, Ohio:
Madeira Elementary School, Madeira, Ohio
- William E. Nash; Bryan, Texas:
Ben Milam Elementary School, Bryan, Texas
- Sargent, Webster, Crenshaw & Folley; Syracuse, New York:
Liverpool Elementary School, Liverpool, New York
- Howell Lewis Shay; Philadelphia, Pennsylvania:
Springfield Senior High School, Springfield, Pennsylvania
- Sherwood, Mills & Smith; Stamford, Connecticut:
North Street Elementary School, Greenwich, Connecticut

honorable mention citation



Senior High School, Apple Creek, Ohio; designed by Joseph Baker and Associates, Newark, Ohio. Commended for good handling of traffic and a nice courtyard. A single public lobby serves all night activities—one gate locks off balance of school. Central delivery dock provides one sheltered point for unloading and control of goods received, this is separated from bus entrance and staff and visitors entrance. This 9-12 school has 17 teacher stations and accommodates 300 students. Area: 40,004 square feet. Cost: \$500,054.

honorable mention citation



Travis Air Force Base Elementary School, Suisun, California; designed by Russell Guerne deLappe & Mitchell Van Bourg, Berkeley, California. Commended for skillful handling and detailing of the primary and community parts of the plan and for skillful exploitation of structural detail and color. This K-8 school has 33 classrooms, multi-purpose building, special-purpose room, 2 activity galleries, teachers' rooms, and administrative and health units. Pupil capacity is 1120. Area: 61,000 square feet. Cost: \$759,490.

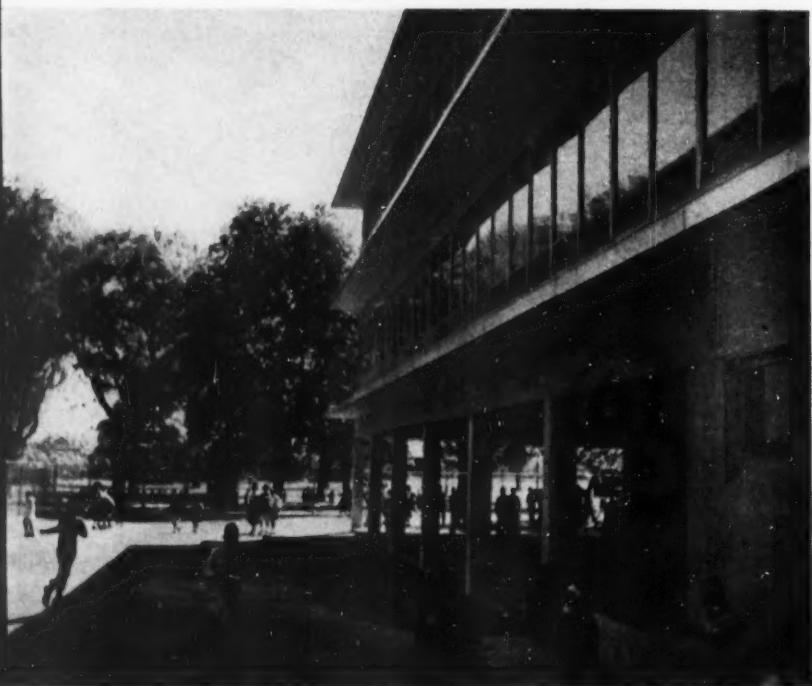
honorable mention citation



Flatow-Moore

Irene McCormick Grade School, Farmington, New Mexico; designed by Max Flatow-Jason Moore, Architects, Albuquerque, New Mexico. Commended for general finesse in handling, compactness, and interesting sun control. This core-type plan has open corridors around the perimeter and skylighted interiors. All-purpose wing is placed between the 2 classroom wings, connected by covered passages. This K-6 school accommodates 480 pupils; includes 16 classrooms, general-purpose room, office, book room, teacher's lounge and kitchen. Area: 19,000 square feet. Cost: \$185,300.

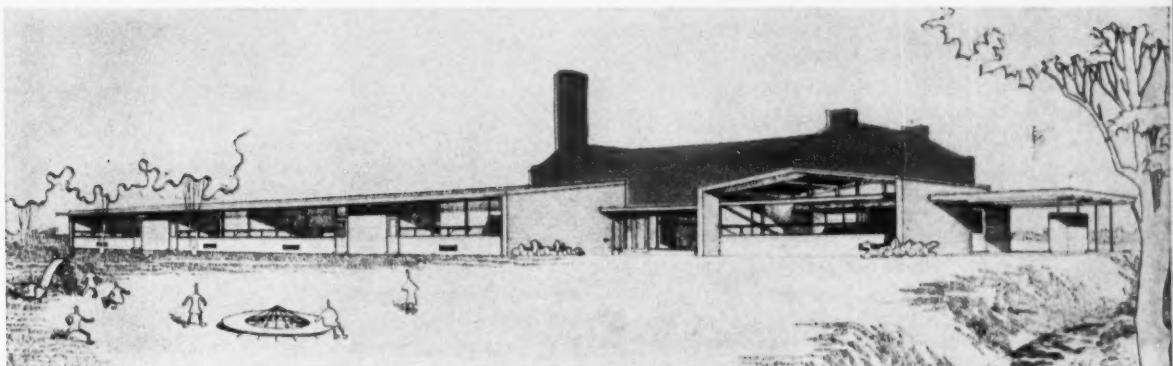
honorable mention citation



Frederick Douglass Stubbs Elementary School, Wilmington, Delaware; designed by Victorine & Samuel Homsey, Wilmington. Commended for general skill in handling, a compact plan, and inventive details. Located in congested city area, the school is adjacent to, and utilizes, a public park. Site slope allowed for ground-level covered play porch. Designed also for community recreational and educational functions, it has 26 classrooms, special classroom, multi-purpose room, 490-seat auditorium, gymnasium, cafeteria and health unit. Area: 86,423 square feet. Cost: \$1,404,194.

honorable mention citation

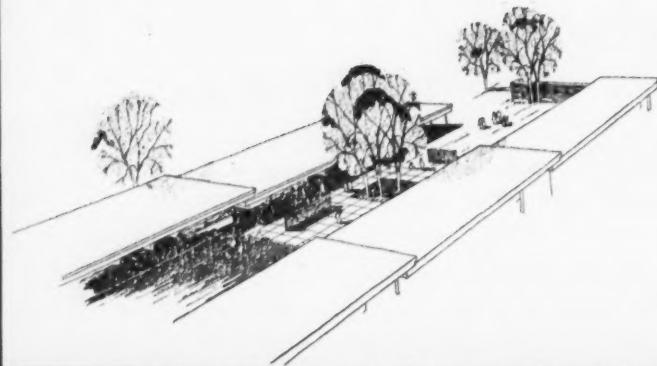
Des Peres School Addition, Kirkwood, Missouri; designed by William B. Ittner, Inc., St. Louis, Missouri. Commended for nice treatment of an addition to an old structure and general finesse in handling. This addition, built separately from but connected to the existing building (shown in blue), houses kindergarten through 4th grades. Each classroom contains individual toilets, wardrobe, sink and work counter and storage cubicles. Kindergarten includes covered play area with outdoor storage. Separate outdoor toilet facilities are also provided. Provisions have been made to add 6 classrooms and multi-purpose room. Area: 9,150 square feet. Cost \$159,500.



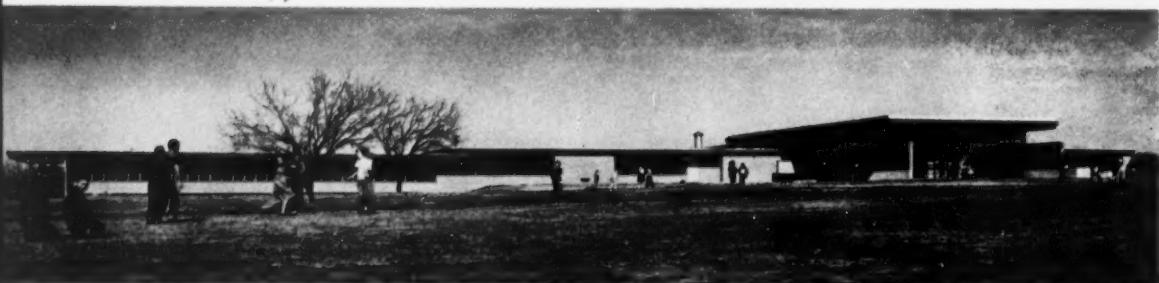
Madeira Elementary School, Madeira, Ohio; designed by A. M. Kinney, Inc., George Burchard, Director of Architecture, Cincinnati. Commended for directness in handling. This low building is suitable in scale to the new surrounding development of 1-story homes. Primary and elementary grade blocks, of 9 classrooms each, are on either side of auxiliary spaces block; 2-classroom kindergarten projects toward street and has its own entrance through garden court. Corridors widen at classroom doors to accent entrance points and break parallel effect. Student capacity: 600. Area: 36,933 square feet. Cost: \$429,872.



honorable mention citation



Ben Milan Elementary School, Bryan, Texas; designed by William E. Nash, Bryan, Texas. Commended for handling of lighting while achieving classroom privacy from the courtyard. Parallel classroom wings (see sketch) provide protected court for out-door teaching. Glass classroom walls facing court have horizontal panels at eye level for visual separation of rooms and court. The school houses grades 1-6; it includes 12 classrooms, all-purpose room, kitchen, lobby and administration and health suites. Student capacity: 360. Area: 24,643 square feet. Cost: \$246,276.



Ronald Chatham

Liverpool Elementary School, Liverpool, New York; designed by Sargent, Webster, Crenshaw & Folley, Syracuse, New York. Commended for pleasant interior character and a nice stage. This K-6 school has 22 classrooms, special rooms for library, crafts, remedial, physical education and music, and a cafeteria-auditorium with small stage facilities. It accommodates 660 pupils. Area: 41,360 square feet. Cost: \$646,390.

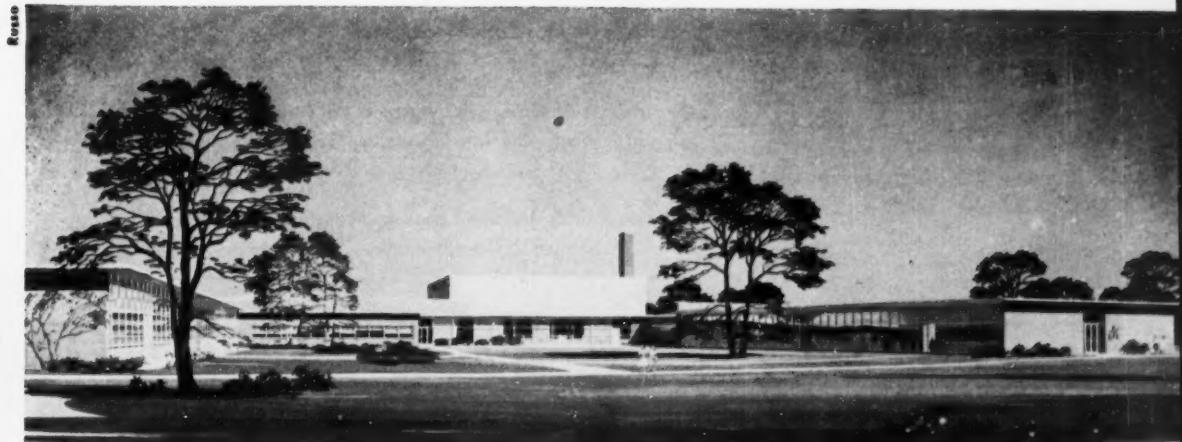


honorable mention citation



Springfield Senior High School, Springfield, Pennsylvania; designed by Howell Lewis Shay, Architects, Philadelphia. Commended for a well designed building and better organization than found in most large buildings. A product of comprehensive surveys and planning, this school houses grades 10-12 and is designed for a pupil capacity of 900, with gym, auditorium and other special areas designed for 1000. In addition to the 20 standard classrooms and special areas are an outdoor amphitheatre in the center court, a greenhouse on the roof of the biology classroom, and a 2-car garage for driver education. Area: 114,000 square feet. Cost: \$1,964,128.

honorable mention citation

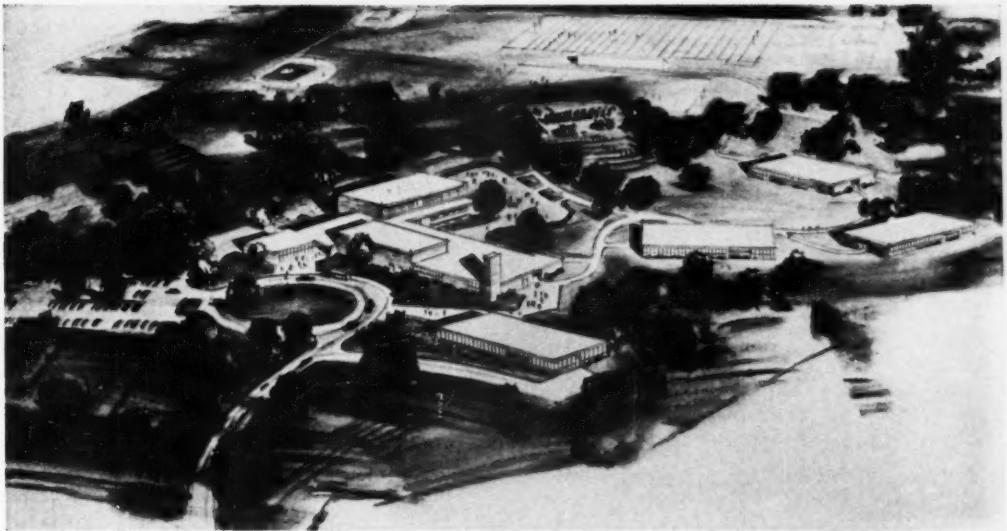


North Street Elementary School, Greenwich, Connecticut; designed by Sherwood, Mills and Smith, Stamford, Connecticut. Commended for general competence, nice relationship to site, and good separation of age groups. This K-6 school has a three-zone plan in which the community facilities of auditorium, gym, cafeteria, library and administration are grouped in a core to connect three separate classroom pavilions, one for each age group. Each pavilion is connected at one end to the core and at the other end with its own separate play area. In dimension and appearance it harmonizes with its wooded residential area. Capacity: 640 pupils. Area: 44,626 square feet. Cost: \$662,145.

special feature citations

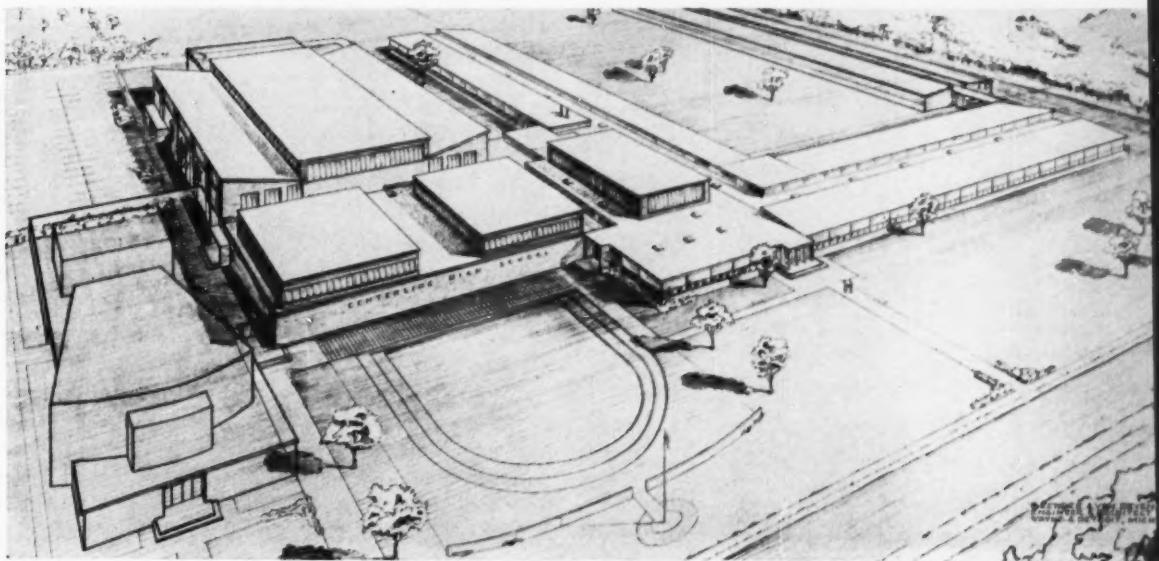
The panel of judges cited ten Competition entries for special mention because of a specific outstanding feature in the design of each of these school buildings. These designs are shown on the next 5 pages. Each of these firms received a Special Feature scroll.

- ◆ Warren H. Ashley; West Hartford, Connecticut:
Groton Senior High School, Groton, Connecticut
- ◆ Brender & Van Reyndam; Wayne, Michigan:
Center Line High School, Center Line, Michigan
- ◆ Bryant and Walchli; Chicago, Illinois:
Southwest Elementary School, Evergreen Park, Illinois
- ◆ Robert A. Green; Tarrytown, New York:
Walt Whitman Elementary School, Woodbury, Long Island, New York
- ◆ Warren S. Holmes Company; Lansing, Michigan:
Samuel J. Gier Elementary School, Hillsdale, Michigan
- ◆ Magney, Tusler & Setter; Minneapolis, Minnesota:
Alexander Ramsey Junior-Senior High School, Ramsey County, Minnesota
- ◆ McLeod & Ferrara; Washington, D.C.:
Salem Avenue Elementary School, Hagerstown, Maryland
- ◆ Pace Associates; Chicago, Illinois:
White Pine Elementary School, White Pine, Michigan
- ◆ Sherwood, Mills & Smith; Stamford, Connecticut:
Newfield Elementary School, Stamford, Connecticut
- ◆ Wurster, Bernardi and Emmons; San Francisco, California
Multi-Use Wing, Adelia Kimball Elementary School, Antioch, California



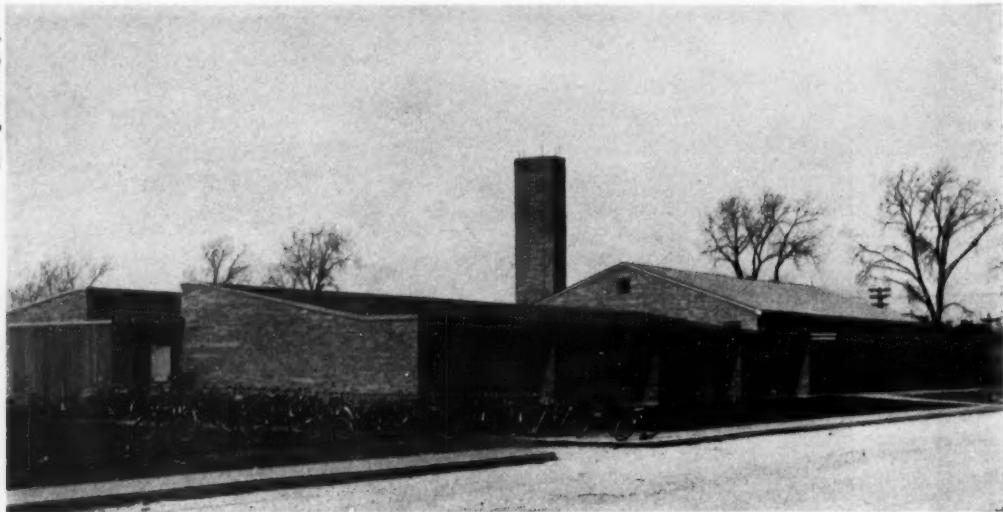
Senior High School, Groton, Connecticut; designed by Warren H. Ashley, West Hartford, Connecticut. Commended for its campus plan consisting of flexible repetitive units and for its sensitivity to site. Located on a 65-acre site, the school's main building is located on the highest point and is surrounded by a cluster of identical classroom units. The school houses grades 10-12 and numbers 24 rooms. Area: 63,083 square feet. Cost: \$867,500. Student capacity: 650 present, 1000 future.

Center Line High School, Center Line, Michigan; designed by Bredner & Van Reyndam, Wayne, Michigan. Commended for a well placed student center and for skillful attention to flexible units. The hub of the building is the student center which has 12-foot cubicles along the sides for various activities. This area serves as study hall, community activity center, theatre-in-the-round, and lunchroom. The school houses grades 9-12 and has a student capacity of 700. Area: 77,860 square feet. Cost \$1,088,250.



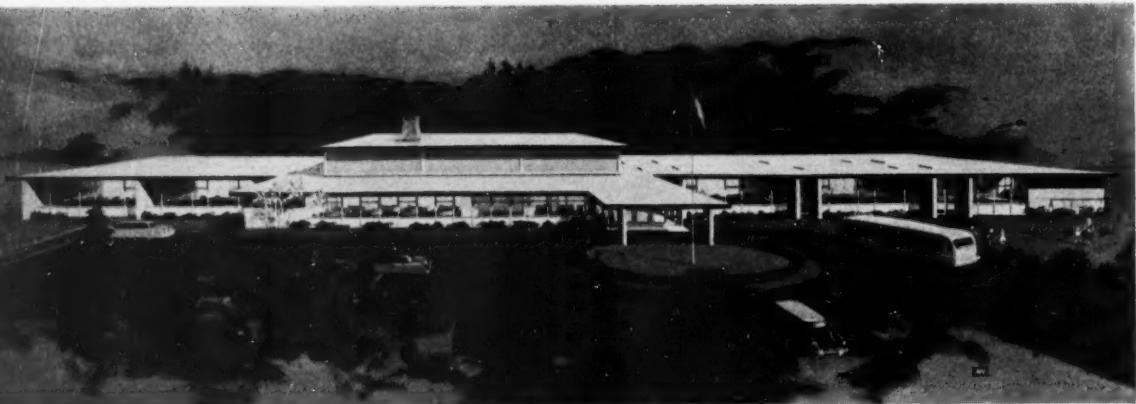
special feature citation

Chicago Photographers



Southwest Elementary School, Evergreen Park, Illinois; designed by Bryant and Walchli, Architects, Chicago. Commended for its contribution to the handling of glass block in classroom fenestration. In the classrooms bordering the street, clear glass vision strips are located on either side of the glass block area. This K-5 school is composed of three units: primary, community and secondary. Student capacity is 420. Area: 25,680 square feet. Cost: \$415,023.

Rudolph Edward Leppert, Jr.



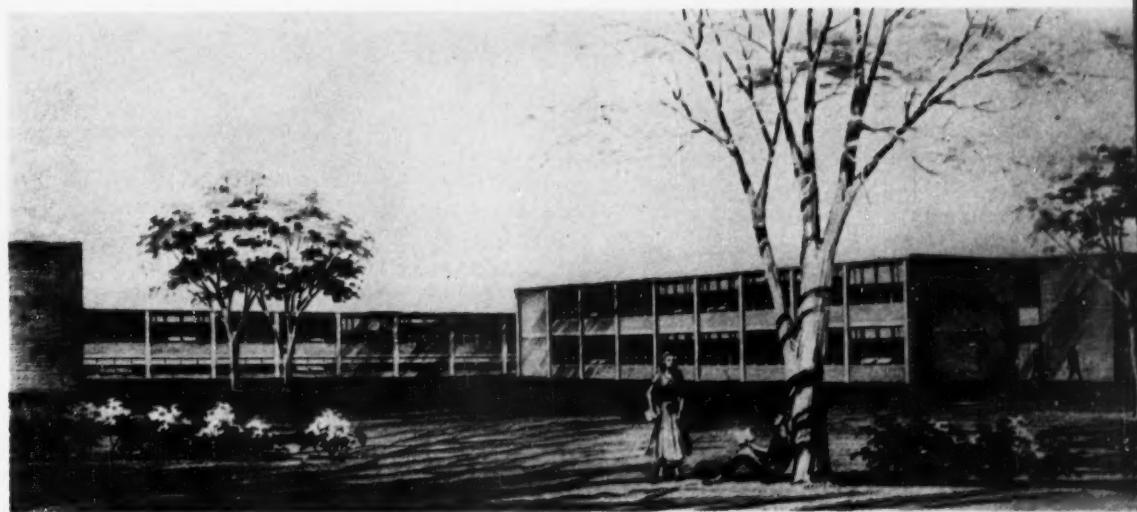
Walt Whitman Elementary School, Woodbury, Long Island, New York; designed by Robert A. Green, Architects & Engineers, Tarrytown, New York. Commended for the open design of the common room within a compact plan and for good separation of age groups in each wing. Centrally located for easy access by the three wings, the common room reduces corridors to a minimum. This K-6 school has 12 classrooms and 2 kindergartens, accommodates 420 children. Area: 33,000 square feet. Cost: \$409,000.

Samuel J. Gier Elementary School, Hillsdale, Michigan; designed by Warren S. Holmes Company, Lansing, Michigan. Commended for well planned self-contained classrooms, generally skillful detailing, and interesting double use of corridor as stage. Classrooms are square with added work alcoves, as shown at right. One end of playroom opens onto the corridor where a system of folding doors and curtains effects a practicable stage. This K-6 school accommodates 230 children. Area: 16,990 square feet. Cost: \$276,830.

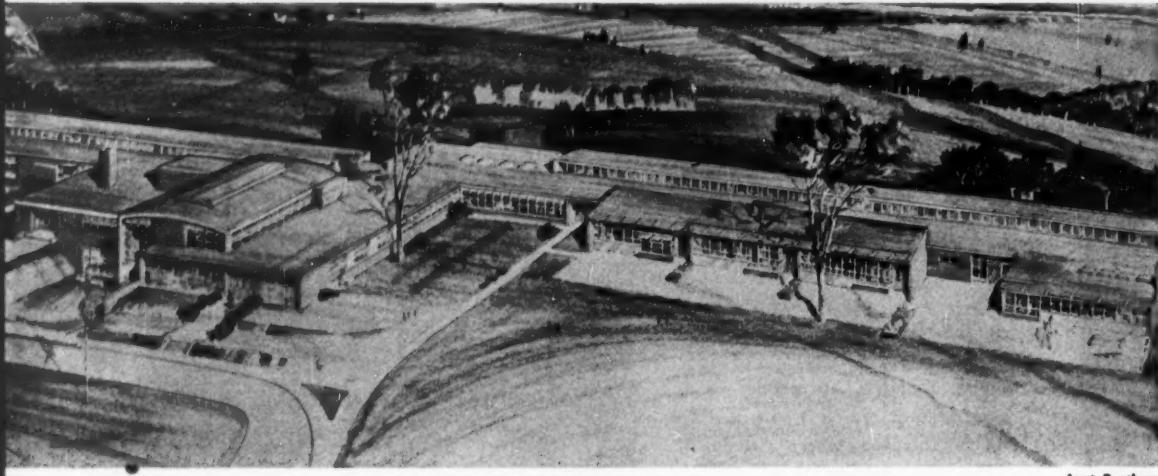


General Pictures

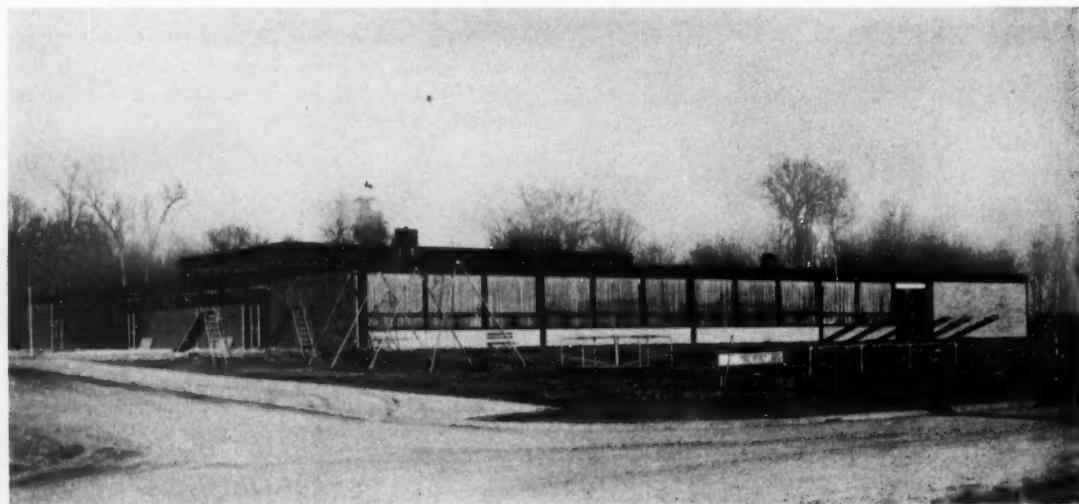
Alexander Ramsey Junior-Senior High School, Ramsey County, Minnesota; designed by Magney, Tusler & Setter, Minneapolis. Commended for well handled library and instructional materials center. Library has atmosphere of spaciousness and, along with other commonly-used facilities, is centrally located. The four connecting units contain 29 academic classrooms plus special areas. Scaled for future community growth, this school is designed for an enrollment of 1,500. Area: 205,241 square feet. Cost: \$2,579,119.



Salem Avenue Elementary School, Hagerstown, Maryland; designed by McLeod & Ferrara, Architects, Washington, D.C. Commended for handling of classrooms and the exhibition area. Each classroom has a raised platform for stage-play and its own paved outdoor class area. The 15 classrooms, library, kindergarten, general-purpose room and kitchen accommodate 450 children. Area: 46,055 square feet. Cost: \$627,895.



Lest Brothers



White Pine Elementary School, White Pine, Michigan; designed by Pace Associates, Chicago. Commended for an efficient, clearly stated plan and for consistent detailing. This building encloses a large interior courtyard completely protected from winter wind. Classrooms are self-contained units with work space, storage cabinets and toilets. Plastic dome skylights supplement natural light in classrooms and corridor. This K-6 school accommodates 375 children. Enclosed area: 27,000 square feet. Courtyard: 3,000 square feet. Cost: \$451,096.

special feature citation

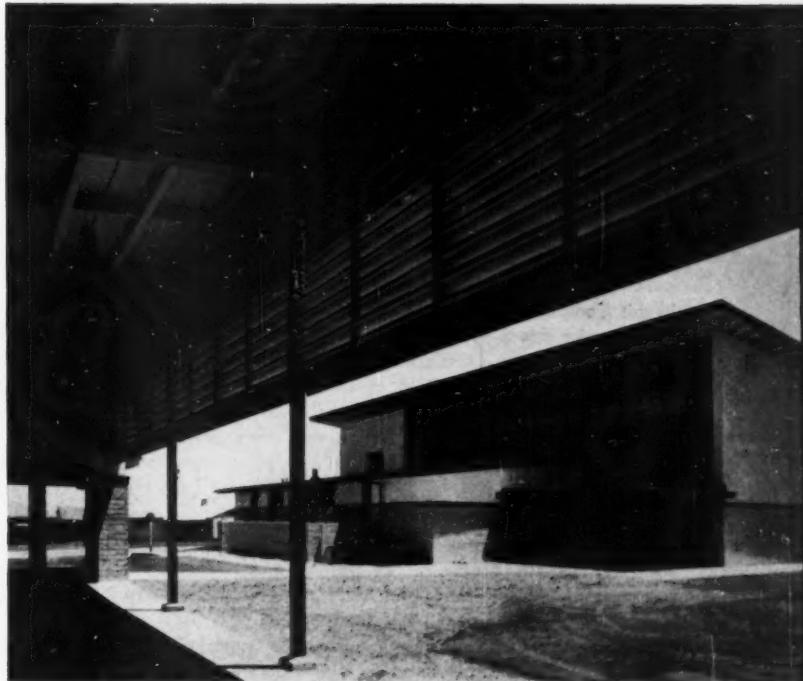


Russo

Newfield Elementary School, Stamford, Connecticut; designed by Sherwood, Mills and Smith, Stamford. Commended for pleasant exterior character. Exterior classroom, lobby and library walls are stock steel sash glazed with clear glass or porcelain-enamored spandrel panels. Outside clock tower is a cluster of brightly colored balls; each pupil entrance has an abstract raised design in brick. Brilliant colors are used on doors, spandrel panels and throughout interior. 760 pupils are accommodated in 24 classrooms and 2 kindergartens. Area: 66,500 square feet. Cost: \$914,626.

special feature citation

Multi-use Wing, Adelia Kimball Elementary School, Antioch, California; designed by Wurster, Bernardi & Emmons, San Francisco. Commended for the pleasant architectural character of the multi-purpose room. Built to provide needed cafeteria space and special education facilities, this project also serves as neighborhood meeting place. Dining tables fold out from wall. Walls are vertical board. This wing serves a maximum of 650 in grades 1-6. Area: 8,000 square feet. Cost: \$122,000 including kitchen and mechanical equipment.





Kenneth Gibbons, AIA, served as professional advisor for the Competition. He is with the architectural firm of Gibbons and Heidtmann, New York City.

statement of the jury . . .

The possibility of 139 school design entries of this quality did not exist five years ago. This is only partly accounted for by the sheer volume of school building. Better educational thinking and better architects have been attracted to this field since World War II.

The most notable change in this Competition is the affirmation of contemporary architecture as distinct from traditional. The battle against white columns, shutters, small divided windows, cupolas, pinnacles and other stylistic mannerisms is apparently over. In the field of college building this was still an issue; but in substantially all of the primary and elementary buildings, and in most of the secondary buildings, historic reminiscence (traditional) as such was absent. This absence, however, has not of itself produced beautiful buildings. There is a wide variation in the skill with which the supposedly direct and functional forms have been handled. The large number of buildings which went high in this Competition in every case went beyond mere functionalism into a graceful and orderly simplification of necessary elements.

The top award winners, in every case, went beyond rebellion against traditional forms, went beyond affirmation of mere structural clarity toward a successful affirmation of the values of environment on people. Each one showed a sensitive relationship between indoor and outdoor surroundings. Each was sensitive and responsive to its site. Each of them used the outdoors to enhance the environment of people occupying rooms. In each of the winners there has been a conscious effort to combat the confining effects of people contained in limiting boxes.

There is a sharp difference in the quality of design between elementary and secondary schools as submitted in this Competition. The jury has permitted itself to speculate on why this is so. There are several possible reasons. We think the most significant is the lack of clear educational leadership in the field of secondary programming. While the substantial number of large secondary buildings were contemporary (in the sense that they were free from traditional detail and formalized plan) very few showed substantial difference in program concept from the high schools of the mid 1920's. They are basically conventional buildings—big, impersonal ones at that—in reasonably modern dress. A few tentative efforts in the direction of campus plan and more personal scale have made their appearance in this Competition.

Another possible explanation for the superiority of elementary over secondary and college buildings may be

caused by their dollar importance. Secondary building is usually large and important and is therefore approached in a spirit of greater caution in both determining the program and selecting an architect. Perhaps still another explanation is our greater affection for and understanding of children than of adolescents.

The jury made these following observations in passing:

1. There seems to be a very direct relationship between competence to design good buildings and the ability to present them well. Conversely, poor buildings and poor presentations went together.

2. In the explanation given by the architects much was said about flexibility. Very little of this found its way into the physical plans as far as the jury could tell.

3. The so-called self-contained classroom, meaning a room in which a fairly complete program can be carried on, seems to be increasingly accepted. Many submittals were built around this idea.

4. Several hopeful attempts to make additional uses of corridor space were shown. The jury did not feel that any of the ones that it saw was completely successful.

5. Large general-use spaces seem to be gaining in program importance and acceptance.

6. The jury tried not to reward originality for its own sake. "Different" forms which were responses to important educational ideas were honored, but mere structural distortions which did not seem to accomplish anything except difference did not fare as well as skillful adaptations of more accepted forms.

The jury tried to keep in mind the real objective of these Competitions. We take this to be the encouragement of more adequate and beautiful learning spaces at all levels. We therefore sought less to reward past performance than to select examples which, because of their general success or interesting features, could favorably influence future educational buildings. We are convinced that this Competition is an enormously powerful influence in preparing a climate in which administrators and architects can do their best work.

It was an exhilarating experience to see, in organized review, what we are sure is the best educational building architecture of 1953.

Wilfred F. Clapp
Donald Barthelme
John S. Cartwright
J. Stanley Sharp
Lawrence B. Perkins, Chairman

contestants in the competition . . .

● top awards

■ honorable mentions

◆ special features

a

Alfonso Alvarez Jr. & Associates, Upper Montclair, New Jersey

Lafayette Combination School, Chatham Township, New Jersey

Anand, Boone & Lei, Portland, Oregon

Parkrose Knott Street School, Portland, Oregon

R. V. Arnold, Bristol, Tennessee

Cleveland School, Russell County, Virginia

Warren H. Ashley, West Hartford, Connecticut

♦ Groton Senior High School, Groton, Connecticut

Atkins, Barrow & Associates, Urbana, Illinois

Canton Senior High School, Canton, Illinois

Austin, Field & Fry, Los Angeles, California

Arcadia High School, Arcadia, California

Compton College, Compton, California

b

E. L. Baker—C. W. Dingman, Leominster, Massachusetts

Monson Academy, Monson, Massachusetts

Joseph H. Baker & Associates, Newark, Ohio

■ Senior High School, Apple Creek, Wayne County, Ohio

Louis N. Balluff, Chicago, Illinois

Lincoln Elementary School, Brookfield, Illinois

Edward A. Berg, Denville, New Jersey

North Dover School, Dover, New Jersey

West Field Elementary School, Dover, New Jersey

Oswald Berg, Jr., Bozeman, Montana

Garfield School, Lewistown, Montana

H. E. Beyster & Associates, Inc., Detroit, Michigan

Avalon Elementary School, St. Clair Shores, Michigan

Max W. Bisson—R. Ben Johnson, Owensboro, Kentucky

Southern Junior High School, Owensboro, Kentucky

Leslie N. Boney, Wilmington, North Carolina

Fayetteville Senior High School, Fayetteville, North Carolina

Sunset Park Elementary School, Wilmington, North Carolina

Brender & Van Reyndam, Wayne, Michigan

♦ Center Line High School, Center Line, Michigan

Stanley Brown, Dallas, Texas

Negro Combination School, Daingerfield, Texas

Elementary School Building, Rusk, Texas

Bryant and Walchli, Chicago, Illinois

♦ Southwest Elementary School, Evergreen Park, Illinois

Buchart Engineering Corporation, York, Pennsylvania

King's Highway Elementary School, Coatesville, Pennsylvania

Rhees Burket, Washington, D. C.

Williamsburg Junior High School, Arlington County, Virginia

c

Caudill, Rowlett, Scott & Associates, Bryan, Texas

♦ Mirabeau B. Lamar Junior High School, Laredo, Texas

Caudill, Rowlett, Scott, Neff & Associates, Bryan, Texas

♦ Sam Houston Elementary School, Port Arthur, Texas

Charles F. Cellarius, Cincinnati, Ohio

Henry Billings Shaw Natatorium, Miami University, Oxford, Ohio

Cocke, Bowman & York, Harlingen, Texas

Ebony Heights Elementary School, Brownsville, Texas

Cone and Dornbusch, Chicago, Illinois

Jackson Elementary School, Elmhurst, Illinois

Frank Irving Cooper Associates, East Milton, Massachusetts

Jackson Street School, Northampton, Massachusetts

Cooper, Haskins & Rice, Raleigh, North Carolina

John W. Ligon Jr-Sr High School, Raleigh, North Carolina

John James Croft, Asheboro, North Carolina

Lindley Park Elementary School, Asheboro, North Carolina

d

Leo A. Daly Company, Omaha, Nebraska

Bell Ryan Elementary School, Omaha, Nebraska

Daniel, Mann, Johnson & Mendenhall, Los Angeles, California

Foster A. Begg Intermediate School, Manhattan Beach, California

Russell Guerne deLappe & Mitchell Van Bourg, Berkeley, California

♦ Travis Air Force Base Elementary School, Suisun, California

Emilie John DiRienzo & Warren S. Holmes Co., Mount Vernon, New York

Quaker Ridge School Addition, Scarsdale, New York

Wilmot C. Douglas, Birmingham, Alabama

Jonesboro Elementary School, Bessemer, Alabama

Durrant and Bergquist, Dubuque, Iowa

Washington Elementary School, Waupun, Wisconsin

e

C. Lyman Ellis & Company, Harlingen, Texas

Port Isabel High School, Port Isabel, Texas

Alvin S. Erickson, Wenatchee, Washington
Ulysses S. Grant Elementary School, East Wenatchee,
Washington

f

Fehr & Granger, Austin, Texas
O. Henry Junior High School, Austin, Texas
Crain Junior High School, Victoria, Texas

Max Flatow—Jason Moore, Albuquerque, New Mexico
■ Irene McCormick Grade School, Farmington, New Mexico

Edward Fleagle, Yonkers, New York
Fleetwood Elementary School, Yonkers, New York

Foit & Baschnagel, Buffalo, New York
North Hill Elementary School, Cheektowaga, New York

Fox & Ballas, Missoula, Montana
Music Building, University of Montana, Missoula, Montana

g

Giffels & Vallet, Inc. L. Rossetti, Detroit, Michigan
Frank H. Cody High School & Edward Everett Elementary
School, Detroit, Michigan
Seminole Hills Elementary School, Mount Clemens, Michigan

Harrison Gill & Associates, Chattanooga, Tennessee
see
Chicamauga School, Hamilton County, Tennessee

Michael Goodman, Berkeley, California
Biochemistry & Virus Laboratory Building, University of
California, Berkeley, California

Robert A. Green, Tarrytown, New York
♦ Walt Whitman Elementary School, Woodbury, L. I.
New York

h

Oscar M. Hansen, Savannah, Georgia
Juliette Low Elementary School, Savannah, Georgia

Alonzo J. Harriman, Inc., Auburn, Maine
Elementary School, Skowhegan, Maine
Bar Harbor, Maine, Elementary School

Hays and Ruth, Cleveland, Ohio
Gymnasium and Social Hall Addition, Lakewood High
School, Lakewood, Ohio

Louis G. Hesselden, Albuquerque, New Mexico
Sandia Base Elementary School, Albuquerque, New
Mexico
Woodrow Wilson Junior High School, Albuquerque, New
Mexico

Hertzka & Knowles, San Francisco, California
Burlingame, California, Elementary School

Warren S. Holmes Company, Lansing, Michigan
♦ Samuel J. Gier Elementary School, Hillsdale, Michigan

Victorine & Samuel Homsey, Wilmington, Delaware
■ Frederick Douglas Stubbs Elementary School, Wilming-
ton, Delaware

**Hudgins, Thompson, Ball and Associates, Oklahoma
City, Oklahoma**
New Classen High School, Oklahoma City, Oklahoma

i

**Willis Irvin, Architect, Helen Stuart Irvin, Asso-
ciate, Augusta, Georgia**
Millbrook and North Aiken Elementary Schools, Aiken,
South Carolina

William B. Ittner, St. Louis, Missouri
■ Addition to Des Peres School, Kirkwood, Missouri

j

Johnson & Botesch, Everett, Washington
Mountlake Terrace Elementary School, Edmonds, Wash-
ington

Johnson & Boutin, Washington, D. C.
St. Catherine Laboure Elementary School, Wheaton,
Maryland

k

Leo T. Kabis, Denville, New Jersey
St. Mary's School, Denville, New Jersey

Edwin A. Keeble, Nashville, Tennessee
Hillsboro High School, Nashville, Tennessee

Kelly & Gruzen, New York, New York
Albert Einstein College of Medicine, Bronx, New York

Wilbur Kent, Lufkin, Texas
Senior High School, Lufkin, Texas

Hollis W. Kincaid, Hartford, Connecticut
Henry Barnard Hall, New Britain, Connecticut

**A. M. Kinney, Inc., Charles Buchard, Director of
Architecture, Cincinnati, Ohio**
■ Madeira Elementary School, Madeira, Ohio

Kling & Frost, Youngstown, Ohio
Youngstown College Library, Youngstown, Ohio

Carl C. Kressbach, Jackson, Michigan
Concord Community Agriculture School, Concord, Mich-
igan
Vandercook Lake Elementary, Vandercook Lake, Michigan

Kuehne, Brooks & Barr, Austin, Texas
Anderson High School, Austin, Texas

l

Lang and Raugland, Minneapolis, Minnesota
Concord Elementary School, Edina, Minnesota

**Raymond N. Le Vee & Associates, Appleton, Wis-
consin**
Lincoln Elementary School, Appleton, Wisconsin

Leinweber, Yamasaki & Hellmuth, Detroit, Michigan
● Detroit University School & Grosse Pointe Country Day
School, Grosse Pointe Woods, Michigan

Charles W. Lorenz, Kirkwood, Missouri
Manchester Elementary School, Manchester, Missouri

m

Magney, Tusler & Setter, Minneapolis, Minnesota
New Elementary School, Faribault, Minnesota

♦ Alexander Ramsey Jr-Sr High School, Ramsey County,
Minnesota

McIver, Hess and Haugsjaa, Great Falls, Montana
Lewis & Clark Elementary, Great Falls, Montana

McLeod & Ferrara, Washington, D. C.
Tuckahoe Elementary, Arlington County, Virginia
♦ Salem Avenue Elementary School, Hagerstown, Md.

Ralph Benda Modjeski, Santa Ana, California
Carl Harvey School, Santa Ana, California

Bolton C. Moise, Jr., Riverside, California
Riverside College Gym & Play Field Development, River-
side, California
Riverside Polytechnic High School, Riverside, California

Moore & Hutchins, New York, New York
Cooperstown Elementary, Cooperstown, New York
Physical Education Building, Goucher College, Balti-
more, Maryland

N**R. W. Naef, Jackson, Mississippi**

Greenville High School, Greenville, Mississippi

William E. Nash, Bryan, Texas

■ Ben Milam Elementary School, Bryan, Texas

Stayton, Nunn, Houston, Texas

Pearland High School Classroom Building, Pearland, Texas

O**A. G. Odell, Jr. and Associates, Charlotte, North Carolina**

● Double Oaks Elementary School, Charlotte, North Carolina

P**Pace Associates, Chicago, Illinois**

♦ White Pine Elementary School, White Pine, Michigan

Page and Smith, Raleigh, North Carolina

Cafeteria & Elementary Class Building, Wakelon School, Zebulon, North Carolina

Library Building, Sanford, North Carolina, High School

Lowell E. Parrish, Salt Lake City, Utah

Hillcrest Elementary School, Murray, Utah

R**John Lyon Reid, San Francisco, California**

● Deer Park Elementary School, Fairfax, Marin County, California

● Manor Elementary School, Fairfax, Marin County, California

Reisner, Urbahn, Brayton & Burrows, New York, New York

Long Island Agriculture and Technical Institute, Farmingdale, L. I., New York

Central School, Star Lake, New York

Arthur Rigolo, Clifton, New Jersey

Lyncrest School, Fairlawn, New Jersey

Thomas Jefferson Junior High School, Fairlawn, New Jersey

Zeb Rike & R. Gommel Roessner, McAllen, Texas

Raymondville High School, Raymondville, Texas

S**Sargent, Webster, Crenshaw & Folley, Syracuse New York**

■ Liverpool Elementary School, Liverpool, New York

Schmidt, Garden & Ericson, Chicago, Illinois

New Skinner Elementary School, Chicago, Illinois

Ronald S. Senseman, Takoma Park 12, D. C.

Wheaton High School, Wheaton, Maryland

Howell Lewis Shay, Philadelphia, Pennsylvania

■ Springfield High School, Springfield, Pennsylvania

Sherwood, Mills & Smith, Stamford, Connecticut

■ North Street Elementary School, Greenwich, Connecticut

♦ Newfield Elementary School, Stamford, Connecticut

Paul G. Silber & Company, San Antonio, Texas

Elementary School, San Antonio, Texas

Edgewood High School, San Antonio, Texas

Harvey P. Smith & Associates, San Antonio, Texas

Woodridge Elementary School, San Antonio, Texas

Lackland Air Force Base School, San Antonio, Texas

Smith, Voorhees, Jensen, Silletto & Associates, Des Moines, Iowa

Elm Park Elementary School, Webster City, Iowa

Walter H. Sobel—J. Stewart Stein, Chicago, Illinois

Leyden Community High School, Franklin Park, Illinois

Stainback and Scribner, Charlottesville, Virginia

Lightfoot Elementary School, Unionville, Virginia

Consolidated High School, Halifax County, Virginia

Eugene D. Sternberg, Denver, Colorado

Pantall Elementary School, Sterling, Colorado

Englewood Primary School, Englewood, Colorado

Swanson Associates, Bloomfield Hills, Michigan

Northwest Elementary School, Oak Park, Michigan

Pembroke Elementary School, Birmingham, Michigan

T**James M. Taylor, Architect, James B. Taylor, Associate, Seattle, Washington**

Lutacaga Elementary School, Othello, Washington

L. G. Thomson, Chico, California

Rosedale Elementary School, Chico, California

Chico High School, Chico, California

Thorshov—Cerny, Inc., Minneapolis, Minnesota

Roosevelt Park High School, Fergus Falls, Minnesota

Traynor and Hermanson, St. Cloud, Minnesota

Lincoln Elementary School, Alexandria, Minnesota

V**Vahlberg Palmer Vahlberg, Oklahoma City, Oklahoma**

Erick Grade School, Erick, Oklahoma

W**J. Henley Walker, Jr., Richmond, Virginia**

Southside Day Nursery, Richmond, Virginia

John Carl Warnecke, San Francisco, California

● White Oaks Elementary School Annex, San Carlos, California

R. L. Warren & William Henry Taylor, Pasadena, California

East Whittier Administration Office and Warehouse, East Whittier, California

Bertram A. Weber, Chicago, Illinois

Kildeer Countryside Elementary School, Prairie View, Illinois

W. C. Weeks, Inc., Sheboygan, Wisconsin

James Fenimore Cooper Elementary School, Sheboygan, Wisconsin

West and Anderson, Genoa City, Wisconsin

Dodge County Normal, Mayville, Wisconsin

Wolf & Hahn, Allentown, Pennsylvania

Southern Lehigh Jr-Sr High School, Center Valley, Lehigh County, Pennsylvania

Paul L. Wood, Voorhees, Foley & Smith, New York, New York

Junior-Senior High School, Manhasset, New York

Thomas Worcester, Inc.—Charles H. Cole, Boston, Massachusetts

Memorial Park School, Rockland, Massachusetts

Victor Louis Wulff, Wulff, Bishop & Ritter, Spokane, Washington

Senior High School, Pasco, Washington

Wurster, Bernardi & Emmons, San Francisco, California

♦ Multi-Use Wing, Adelia Kimball Elementary School, Antioch, California

Antioch Senior High School, Antioch, California

Planning the Career Day Program

by CHARLES R. FOSTER
and ROBERT O. STRIPLING

A CAREER DAY program aims at bringing to the attention of students a wide variety of vocational opportunities by means of speakers, discussions about occupational possibilities, films, the portraying of different kinds of jobs, and carefully planned exhibits.

The suggestions below on planning Career Days are an outgrowth of experiences in planning such programs in the P. K. Yonge Laboratory School at the University of Florida and of observations of other Career Day programs in many parts of the country.

These ideas are not meant as a blueprint which any school may follow in developing its Career Day program; they should be adapted to conditions in the particular school and community.

Over-all Planning

1. The faculty must agree on the purposes of Career Day.
2. Students should participate in the planning from the beginning. They should have ample opportunities to play important roles in the work of each committee.
3. A carefully selected General

Planning Committee of faculty members and students should be set up to begin work on Career Day at least *three months* before the expected date.

4. The chairman of this committee should be a person who can get things done with and through people. In schools that are initiating Career Day programs, this person probably should be a faculty member.
5. This committee should appoint subcommittees and be responsible for supervising and coordinating their work. Subcommittee persons should be appointed to do specific tasks. The following committees are suggested:

Program Committee
Reception Committee
Counselor Contact Committee
Exhibits Committee
Publicity Committee

Duties of the Committees

Program Committee:

Provision can be made for a full day's program including an opening orientation assembly of the entire student body; scheduled meetings of interest groups at which various oc-

Dr. Foster is Head, Graduate Studies in Education, College of Education, Gainesville, Florida. Mr. Stripling is Associate Professor of Education there.

The student-faculty planning committee should begin work on Career Day at least three months before it is to take place.



cupations will be discussed; visit to the exhibits; and a short assembly to wind up the day's activities. Among the specific tasks for the program committee will be the following:

Tasks of the program committee

1. Arrange for a general assembly to open the day. This assembly could include such things as a panel discussion of Career Day and what it is supposed to accomplish, or a short dynamic talk or a skit portraying the purposes of Career Day, and the importance of choosing an occupation wisely. Enliven the assembly program with music, or some other feature of interest to the students.
2. Scheduling is a very important problem and the schedule may have to differ from the one followed during the average school day.
3. Prepare a check list of occupations for pre-planning purposes.
4. Analyze students' preferences and assign and prepare attendance slips to distribute to them,

indicating conferences they expect to attend.

5. Furnish the counselor contact committee with a list of meetings to be set up and the counselors whose services will be needed. Schools have found it advantageous to ask the students to make their choices of meetings they will attend well in advance (possibly about two weeks) of Career Day. The scheduling committee can then take note of where the heaviest demands are and set up more sections for those occupations.
6. Investigate the possibilities of using some good films on occupations and securing them in ample time for the program.

Reception Committee:

1. Arrange reception table, flowers, appropriate posters, registration of guests, etc., in entrance lobby of the school.
2. Meet speakers as they enter the building and guide them to the proper conference rooms.
3. Make the necessary adjustments in the students' schedules.
4. Prepare identification cards for committee members, speakers,

and other guests to wear on their lapels.

Counselor Contact Committee:

This committee has a key responsibility. The degree to which they are successful in selecting and orienting counselors will, to a large measure, determine the success of the entire program. The committee should begin contacting speakers and counselors at an early date, and should follow up carefully to make sure that these people are actually at the school at the time scheduled. Among the specific jobs of the committee are the following:

1. As soon as the survey of students' interests has been completed, the Counselor Contact Committee will be responsible for arranging for speakers and counselors to be present at the designated hours.
2. Some of the speakers may need guidance in regard to the kinds of occupational information the students will hope to secure from them. The Counselor Contact Committee should supply this information.
3. When final arrangements have been made, each participant in the program should be notified in

writing as to the exact time and place of his appointment.

Exhibits Committee:

Among the duties of this committee will be the following:

1. Contact the various industries and agencies in the community, asking them to organize and set up exhibits or demonstrations illustrating the occupational fields they represent.
2. Provide an adequate place and facilities (such as electrical connections, furniture, etc.) for the exhibits.
3. Arrange for attendants at the exhibits to explain each display. Be sure to have exhibits that will be of interest to both girls and boys.
4. See that all materials are returned to their proper place after the program is over.

Publicity Committee:

1. An alert committee can begin several weeks before Career Day to secure the active participation of students in preparing posters, making announcements in classes, writing newspaper releases, and providing a variety of preliminary information which will develop an increasing interest in the student body and the people of the community.
2. During the two weeks before Career Day, a specific schedule

of newspaper releases should be adhered to.

Students might prepare, in advance of Career Day, a check sheet of questions to keep in mind as they listen to the discussions of careers. The following is an example of such a check sheet, as used in St. Petersburg High School:

1. What is the most desirable age for starting in this occupation?
2. What high school courses are especially helpful for the occupation you are considering?
3. What preparation is needed after high school?
4. Where can one best obtain this preparation?
5. How long will it take?
6. What will it cost?
7. Is there an apprentice period?
8. Are there any books you would especially recommend?
9. Where can I get additional information about this occupation?
10. What are the advantages of this occupation?
11. What are the disadvantages of this occupation?
12. Do you consider this field overcrowded?
13. Just how does one get started in this occupation?
14. What are the chances for promotion?

15. What is the best way to earn a promotion?
16. At what age must one stop working?
17. Is there a pension?
18. What are the health hazards in this work?
19. What is the beginning pay?
20. What personality traits are desirable for success in this field?
21. What personal satisfaction might one gain from this occupation?
22. Additional information.

Some schools have found it advantageous to have their Career Day programs planned over a period of several days. For example, the regular school program might go on in the mornings and Career Day program activities may be carried on in the afternoons. In this way there is a great opportunity for students to think more thoroughly about the various aspects of choosing and planning a career.

Other schools have found it advantageous to have an evening meeting with parents and students invited to the Career Day program. In this meeting the theme of the importance of choosing a career is discussed. There might be a principal speaker, then a period for discussion following his talk.

Another modification is to provide for a variety of types of follow-up



These girls get inside information about security devices used in banking. Arrangements to meet representatives of an occupation one is considering provides a more realistic basis for selection.

A local railroad passenger agent takes one of the boys out into the railroad yards. A tendency to overbalance occupational information in favor of the professions should be guarded against.



experiences. For example, students who become interested in certain occupations during Career Day can make appointments to meet and talk personally with representatives of these occupations during the week or two following the Career Day program.

Follow-up activities multiply benefits

Another follow-up activity is to have group discussions and individual conferences to determine how many students have changed their minds concerning their vocational choice as a result of the Career Day program and the activities preceding it. Also, home-room teachers and counselors might wish to hold conferences with the parents of students to determine parent attitude toward the vocational choices being considered by students as a result of the Career Day experiences. Student interest created through Career Day programs may be used by teachers in various classes in planning a variety of curriculum experiences.

Observation has shown that the students are enthusiastic about having the program as an annual feature of the guidance program. This helps to keep the enthusiasm alive concerning occupational choice throughout the student's high school experience and provides opportunity for the student to explore or investi-

gate a large number of occupations.

Small high schools which are relatively close together might alternate the sponsoring of Career Day programs from year to year. In this way it is likely that better cooperation can be obtained in getting displays and exhibits.

Experience in the P. K. Yonge Laboratory School has shown that neither the students nor the teachers are contented to stop with Career Day. Rather, the interest stimulated through such programs from year to year has resulted in many different

types of further study, both curricular and extracurricular, which has carried the spirit of Career Day through the rest of the year as a part of the guidance program of the school.

Teachers should realize that the great majority of students are continually changing their vocational choices as they mature. For this reason, every opportunity possible should be provided to assist students in gaining first-hand information about many types of work. Choosing a career can and should be exciting.

Printed Materials to Prepare

- **a check list of occupations for pre-planning purposes.**
- **individual Career Day schedule cards.**
- **identification cards for committee members, speakers, and other guests.**
- **suggestions for the speakers on the kinds of information students will want from them.**
- **a check sheet of questions for students to keep in mind (pay? preparation? etc.)**

IN PAST YEARS we of Redwood City Elementary School District, Redwood City, California, have filled most of our principalships with men from the ranks. As they grew in stature in their teaching positions, it seemed quite natural that those who expressed interest in administration should be promoted. With guidance and experience they soon became efficient administrators.

But, confronted with the multiplying problems of a growing school district, our Board of Education some time ago began to question the wisdom of always limiting applicants for principalships to those in the ranks. It was hoped that a wider field and a different method of choice would result in the appointment of

a man better equipped to deal with changed conditions.

Accordingly, the following procedure was developed and followed for choosing our last principal:

1. Applications would be accepted from both inside and outside the district.
2. Local applicants would have preference, all other qualifications being equal, or nearly so.
3. A committee would recommend to the Board a person to fill the position available.
4. Committee members would represent different phases of the educational program.

We were convinced that the committee plan would result in a better choice than would the old plan of

limiting the number of applicants and basing the final choice on the opinion of one man.

The first step was to notify both the nearby colleges and those interested within the district that a principalship was available. Applications were accepted and confidential papers gathered for review.

Next, a committee was formed to make a recommendation to the Board. The superintendent, as administrative head of the district and representative of the Board, served as Chairman. The assistant superintendent, as the one in charge of instruction and personnel, was also included. Since a principal must be aware of the special fields in the curriculum, the director of music

How the committee chose a new principal

by W. EARL WHITAKER

Mr. Whitaker is Assistant Superintendent in Charge of Instruction, Redwood City Elementary School District, Redwood City, California. The system of choosing personnel which he describes has been used by his district.



Wanting to keep the atmosphere of the interviews as informal as possible, the committee arranged to have a woman consultant greet applicants and serve them a snack before and after the interview.

was chosen as a committee member. A principal was placed on the committee, since no one is better qualified to know the duties of a principal than a principal himself. And, finally, a teacher was included since the successful principal must be able to work with teachers and be conscious of their problems.

The committee's principles of operation

The committee agreed on the following principles of operation:

1. Some method of having applicants await their interviews in an informal atmosphere should be used.
2. The conference itself should be conducted as informally and in as friendly an atmosphere as possible.
3. The interview should consist of informal discussion as well as specific questions in order that the applicant might have the opportunity to reveal his general personality and knowledge as well as to answer specific questions desired by the committee.
4. Questions asked should aim to bring out the candidate's attitude toward various phases of his educational responsibility.
5. The confidential papers of each applicant should be thoroughly reviewed by each member of the committee.
6. A rating sheet should be designed to help committee members organize their opinions.
7. The final choice of a person to be recommended to the Board should be based upon the review of the confidential papers by each committee member, the ratings made based on the interviews, and finally on a conference of the entire committee following the interviews.

Interviews for seventeen applicants were scheduled for a Friday afternoon and Saturday morning. One of our women consultants greeted the applicants and served them coffee and cookies both before and after the interview.

The assistant superintendent conducted the applicant into the con-

ference room, introduced him to each member of the committee, and saw that he was comfortably seated with the committee for the interview.

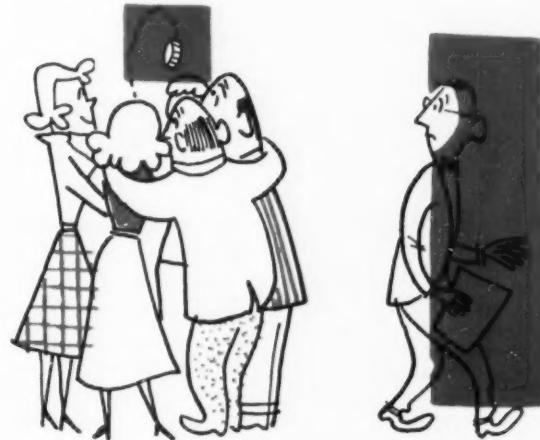
The superintendent, serving as chairman, then explained the purpose of the interview (to get to know the person better,) and the make-up of the committee, and asked the candidate to begin by informally discussing his past experience and training.

The questions were assigned to specific committee members, each question being suited to the one asking because of the position he held. Following the general informal statement of the applicant, these questions

dual district policies, his educational philosophy, and his knowledge of the necessary information needed to do a successful job.

The director of music was interested in discovering the applicant's attitude toward special education and asked a question designed to discover the importance he might place on such responsibility. The question usually asked was, "What do you consider to be the place of the special arts in the total school program".

"What, in your opinion, is the role of the principal in a supervisory capacity" was asked by the member of the committee who was a prin-



This is how the committee did NOT go about judging an applicant. His papers and pre-arranged questions gave them the information they needed. Individual reactions were noted on a rating sheet. Their choice was unanimous.

were then asked in an informal way so that the candidate was not likely to be aware of their planned nature.

Planned questions, casually asked

The assistant superintendent usually followed the preliminary statement with the question, "If you are offered the position of principal, how would you prepare yourself in the next three months to accept this specific responsibility"? The answer to this question revealed the organizational ability of the applicant, his attitude on the importance of becoming acquainted with the individ-

ual. The answer tended to reveal the attitude of the applicant of the importance of supervising instruction and ways in which he might help teachers to improve the instruction in his school.

The teacher member of the committee asked, "How would you handle a parent's serious criticism of a teacher, when you know the criticism to be justified." This would reveal a principal's diplomatic ability and its use in changing a situation which needed to be changed.

Other questions were asked as the discussion developed and these questions fitted into the general conver-

sation. All of the questions which were used were designed to reveal the educational philosophy and possible working relationship of the candidate with those with whom he would be associated. Additional questions which were used follow:

1. What do you feel should be your responsibility toward higher administrative authority?
2. What would you list, in order of their importance, as the basic responsibilities of a principal?

3. Why are you interested in administration?
4. How much importance would you give to standardized test results?
5. How would you use the services of consultants or supervisors?
6. What techniques would you personally use in supervision?
7. What grades have you taught?
8. What techniques would you use in working with parent groups?
9. What have you done in community work?

Following each interview a simple rating sheet was filled in by each committee member, as a way of drawing the collective opinions of the group together for the final recommendation. The sheet had a space for the name of each candidate and a space after each name to rate the following items:

1. Personal appearance
2. Elementary school experience
3. Community participation
4. Professional acumen
5. Personality
6. General impression

by LOYAL V. NORMAN

A Model State School

AN EVALUATION of state school audit statutes reveals the fact that twelve of the states—Arizona, Illinois, Kansas, Michigan, Minnesota, Mississippi, Missouri, Nebraska, Nevada, Oklahoma, South Carolina, and Texas—have no state laws requiring the auditing of local school district financial accounts.

Further, many of the statutes of the other thirty-six states embody few principles of school auditing, and no statute incorporates all features which a state school audit law should incorporate.

Using a recommended standard, which a state school audit law should meet, and superior court rulings as criteria, the following principal weakness of state school audit statutes were identified:

Most audit laws have these defects

1. The provisions of the statute are too general.
2. The statute does not provide for a uniform audit of all districts within the state.
3. No stipulation is made with reference to qualifications which

school auditors must possess, conditions governing their employment, nor the basis upon which they should be paid.

4. The school audit law is silent regarding (a) observance by school auditors of generally accepted auditing standards, (b) the furnishing of legal advice to school auditors, and (c) the requirement that school auditors be independent.
5. The statute does not define the scope of the school audit.
6. No alternate agency or official has been designated to conduct the audit in the event of failure to do so by the first named.
7. There is no provision for the employment of school auditors on a written contractual basis with all points of agreement concerning the audit enumerated therein.
8. No reference is made to relationships between school auditors, their work, and the state department of education.
9. Specifications with reference to type of audit to be conducted are vague or inadequate.

Dr. Norman is Grimes County Supervisor of Instruction, Navasota, Texas. This article is based on a survey undertaken in connection with work on his doctoral dissertation at George Peabody College for Teachers.

7. Remarks

Items 1-6 were marked as "excellent, good, average, or poor," and the space for "Remarks" was used by each member to record his own general impression of each applicant.

When all interviews were over, the committee met to discuss the individual opinions of the members as to their first, second, and third choices. These opinions were the result of a study of the confidential papers and the interviews with the ratings.

It was found that the first three

choices of each committee member were the same with some variation as to the positions in which they were placed. After a discussion of pros and cons, it was fairly easy to reach a unanimous agreement on the person to be recommended to the Board.

In conclusion, it must be pointed out that the procedure followed in a choice of a principal in this case cannot be said to be infallible. It is possible that opening applications to the field put inexperienced local men at a disadvantage. On the other hand,

men already in the district may have an advantage in knowing what is expected, the policies of the district, and the children and community. This tends to offset any advantage an experienced outside may have.

It was felt that in this particular case the procedure followed took into account the opinions of enough persons and the use of enough records and interview techniques to hope for average results. Since the results proved to be most satisfactory, it is recommended as one good method of choosing a principal.

Audit Statute

10. Necessary data have been omitted such as (a) time the audit is to begin, (b) when and to whom a report of it is to be submitted, and (c) when and in what manner the report is to be published.
11. Specifications relative to what is to be included in the school audit report are inadequate.

It is paradoxical that no greater effort has been made to assure the public, through wider use of public school audits, that maximum utility has been derived from tax dollars. Assurance that school funds have been protected and safeguarded against loss, misuse, dishonesty, carelessness, and mismanagement would certainly be good public relations for schools.

In order to correct the weaknesses revealed in this evaluation of state school audit statutes, the following recommendations are made:

1. The auditing of local school district financial accounts should be required by law in each state.
2. Public school auditing is a distinct and entirely separate field

from the auditing of other governmental units and should be conducted by different auditors.

3. School administrators should make use of school audit reports in a public relations program.
4. State departments of education should consolidate data from audits of local school districts and make an annual report of it.
5. The school audit should not include an examination of curriculum matters, educational policies, and attendance records.

What can a state do to correct the weaknesses in its school audit law? To answer this question the following model state school audit statute was formulated and is recommended to the states for adoption:

Recommended statute to correct weaknesses

Be it enacted by the General Assembly of the State of

Article I. Scope and Performance

Section A. The board of directors of each local school district in the State of is hereby required to arrange for an annual external, inde-

pendent, post audit of the financial accounts of the school district. The board of directors shall employ accountants of its own choosing for the performance of the audit.

Section B. The board of directors may, at its discretion, request the state auditor to conduct the annual audit of school district accounts in lieu of contracting with auditors of its own choosing. It shall be the duty of the state auditor to perform such audits when requested, but the cost of conducting the audit shall be a charge against the local school district and shall be paid by it.

Section C. The board of directors may conduct special investigations in addition to the regular annual audit, when deemed expedient.

Section D. Accountants selected to perform audits of local school district financial accounts shall observe generally accepted auditing standards and shall exercise discretion in their work.

Section E. Should the board of directors of the local school district fail to contract for an audit within thirty days after the close of the school fiscal year, the chief county school officer of the county wherein the school district is located is hereby authorized and directed to arrange for an audit under the provisions herein established.

Section F. The district attorney shall furnish legal counsel and advice when requested by the auditor during progress of the audit.

Section G. There shall be an annual, independent, external, post audit of each local school district in the state. School auditors shall be responsible solely to the employing agency for the audit. They shall not be persons otherwise in the employ of the board nor under the influence of the board in some other capacity.

Section H. All school districts in the

state shall be subject to the same type audit.

Section I. The scope of the annual school audit shall include the following:

- (1) An examination and analysis of sources of income, including income of students accounts under supervision of school officials
- (2) The verification of disbursements, including disbursements from student funds coming under supervision of school officials
- (3) The reconciliation of budget items with actual receipts and disbursements
- (4) A report of budget procedures employed in the school district
- (5) An examination of legal authorization for expenditures
- (6) An examination of board minutes, insurance policies, contracts, and deeds to real estate
- (7) Verification of assets, liabilities
- (8) An analysis of the district's bonded indebtedness

Section K. Accountants employed to conduct audits of local school district financial accounts shall observe generally accepted auditing standards and those promulgated by the state department of education.

Section L. School auditors shall not be concerned with educational policies, curriculum matters, nor attendance records. School auditors shall not report criticism of individuals, except in those instances where the subject under question has already been discussed with the individual concerned.

Section M. Work on the annual school audit shall be commenced within sixty days after close of the school fiscal year, and a written report of results of the audit shall be rendered not later than thirty days after completion of the audit. In no event shall the audit report be submitted later than ninety days after the close of the school fiscal year.

Article II, School Auditors

Section A. Each local school board

- (2) Date of the contract
- (3) The scope of the engagement, which shall at least embrace all items enumerated in Sections I and J, Article I of this Act
- (4) The audit period to be covered
- (5) Date the work is to begin
- (6) Action to be taken should account not be ready on date set for the audit to begin
- (7) Action to be taken in the event the accounts are found in condition not susceptible to a satisfactory audit or if discovery is made of matters considered by the auditor to be irregular
- (8) Time for filing the written audit report and an extended date, mutually agreed upon, should conditions require such
- (9) Agencies or officials to whom the written audit report is to be submitted and the number of copies to be furnished each
- (10) Stipulations relative to payment of transportation costs of auditors where they must travel from principal headquarters
- (11) Stipulations with respect to office space and suitable equipment for the auditors during progress of their work
- (12) The compensation to be paid the auditors which shall be a per diem rate with a maximum fee, subject to adjustment as provided in paragraph 13 of this section
- (13) Agreement concerning additional compensation to be paid the auditor where additional work must be done on account of poor conditions, abnormal errors, incompleteness of the records, misappropriations of funds or any other justifiable reason. The agreement shall be based on a per diem rate.

Article III, The Written Audit Report

Section A. The school auditors shall submit to the board of directors of the district a written report of the audit which, shall be a complete and detailed account of all items included in the scope of the annual school audit as provided in Sections I and J, Article I, of this Act.

Section B. The written audit report shall be submitted immediately upon completion of the work and in no instance later than ninety days after the close of the school fiscal year.

Section C. Copies of the school audit report shall be submitted independently to (1) the local school board, with a copy going to each member of the board, (2) the state department of education, (3) the chief county school officer, and (4) the office of the state auditor.

Section D. Upon receipt of the annual school audit report, the board of directors shall publish a summary of it in some newspaper having general circulation in the school district, within four months following close of the school fiscal year. Said publication shall include a statement relative to where the school audit report has been filed and advising that it is available for inspection there.

IN THIS ISSUE:

- . . 32 pages of pictures and text on winners in our 1953 Better School Design Competition.
- . . A story-plus-pictures on what UNESCO has been doing lately. (see the Spotlight section).
- . . Results of the on-going Midwest CPEA project, by men who helped achieve them.

- (9) An examination of the capital assets, inventories, surplus accounts, and vouchers payable
- (10) Verification of all accounts paid, through examination of invoices
- (11) A report of whether the fiscal affairs of the district have been administered according to law
- (12) An evaluation of the accounting system
- (13) A report on the soundness of school board business practice and procedures
- (14) A report of search for matters not on the books, which should be there, and for errors of method and fact
- (15) Items recommended for inclusion in the scope of the audit by the state department of education

Section J. The annual school audit shall include, in addition to provisions of Section I, Article I, of this Act, an examination and reporting of all accounts, records, papers, writings, and documents which in anywise relate to the financial accounts of the board of directors or of any officer or other employee thereof or of any organization of public school pupils conducted under the auspices of the board of directors.

within the state shall employ accountants of its own selection to perform the annual school audit. Accountants so employed shall meet the following qualifications:

- (1) Be a certified public accountant
- (2) Have a knowledge of school laws as applied to the financial transactions of school districts
- (3) Be independent, competent, and otherwise qualified

Section B. Accountants engaged to perform audits of local school district financial accounts shall be selected and employed on a professional basis. They shall not be required to bid competitively for a school district audit.

Section C. There shall be a written contract entered into by and between the auditor and the board of directors of the said school district or the chief county school officer, provided it becomes necessary under the terms of this act for him to contract for the audit.

Section D. The audit contract shall embody the following essential provisions, and it may include other terms agreed upon by and between the contracting parties not inconsistent with other provisions of the Act:

- (1) Names of parties to the contract

... photo courtesy of Vernon McKnown,
Radio Station WNAS, New Albany, Indiana

*A student in front of a radio is
having a limited educational experience.
For more efficient learning . . .*

Put the Student *Behind* the Microphone

by MORRIS A. SHIRTS

SINCE the close of World War II, there has been a marked increase in radio broadcasting by educational institutions. Many institutions are awaiting permission from the Federal Communications Commission to operate radio stations, and many institutions from junior high schools to state universities are now operating radio stations. The majority of these have come into existence since 1948. Over half of these stations are operated by students with supervision by regular teachers of the school.

Experimental radio stations existed in educational institutions as early as 1909. At one time there were more educational radio stations than commercial radio stations. After 1927 these educational stations all but disappeared. They were gradually eliminated due to stiffer Federal regulations, stiffer competition

from commercial stations, the depression, and the apathy of educators toward radio broadcasting as an instrument of instruction.

The concept generally held of "educational broadcasting" during the 1920 decade was that "a professor plus a microphone equals educational broadcasting." Many experiments were conducted in which the teaching was done by a "master" teacher utilizing radio to reach into all the classrooms of the district.

This formalized instruction by radio was tempered somewhat in the 1930 decade by a better understanding and greater cooperation of the commercial broadcasters. The philosophy was developed that educational radio programs could be entertaining. The major networks had educational advisory staffs and produced programs designed to entertain as well as instruct. They were financed by the networks as part of their public service commitments.

"Public interest" programs replaced educational radio

A national university of the air was contemplated and each major network had its own version of a "School of the Air." Teachers' manuals and student study guides were printed and distributed to the schools to encourage more effective use of the programs in the classroom. To-

day these programs no longer exist. They have been discontinued in favor of what commercial broadcasters call "public interest" programs.

Sometime in the late 1930's, a new concept of educational broadcasting began to develop. Instead of placing the student in front of the radio loudspeaker to quietly absorb the educational material like a sponge, he is placed *behind* the microphone to produce the programs and operate the radio station. This philosophy was affected by the educational philosophy that students learn more efficiently and effectively when they actively participate.

Low-power FM encouraged school radio labs

It received great impetus from the development of low-power FM and carrier current broadcasting. The writer discovered, in a study of these stations, that the majority of them were installed, now operate, and will probably continue to operate because of their value as "radio training laboratories."

This "participation" philosophy concludes, not that listening to good radio programs has no value, but that the student activity behind the production of that program, from the research of scriptwriting to the final broadcast, has a greater educational value to the student.





by HOWARD M. BRIER

A SIMPLE DEFINITION of public relations is being good and getting credit for it.

Many school officials are able to organize and administer a good school program, but some of them fall down on the second part of the definition. They fail to get credit for it. This could result from lack of knowledge regarding communication techniques, and disregard for a most effective medium readily available—the school newspaper.

Why do some school administrators overlook the possibilities of the school newspaper? Because they think the only reason for having a school paper is to train inexperienced pupils to write in the journalistic style. They do not recognize the fact that parents, merchants, laborers and

The School Paper is a

professional people in the community read the paper as well as the students. Quite likely they have never taken a survey to discover how widespread the readership of a school newspaper can be.

The school newspaper is a unique publication. Every reader knows it is published by amateurs, but that does not detract from its appeal. Rather, it aids in interesting readers. It has a following like the football team, nurtured by local pride and supported by local advertisers.

All tax payers are school patrons whether or not they have children in the schools. They are interested

Mr. Brier is a member of the staff of the Division of Journalism, University of Washington, Seattle, Washington. He is the author of several sports novels for young people, and is director of the Pacific Slope School Press Association.

in what the schools are doing, for their money makes the program possible. Unless they attend all board meetings — unless they visit the schools and talk with principals and teachers, they have few ways of learning what is going on.

They may read the town paper, but the great bulk of the local newspaper is devoted to other matters. They may pick up bits of information from hearsay, but quite likely what they hear is unreliable. Not so with the school newspaper. Students, when well-trained, can write with accuracy, and most of them do. Consequently, when a school paper reaches the hands of the local barber, or druggist, or feed merchant he is going to read it with interest.

There is no question but that the parents of school children read the school papers. Surveys made along this line reveal that better than 30

4 election approve a 10-mill levy.

Nine of the 17 buses now being used are more than 11 years old, according to William L. Castles, superintendent of District 507.

The proposed levy will provide adequate funds for the purchase of four new 58-passenger coaches.

"Unless replacement buses are available soon," Castles said, "the Mount Baker district will be faced with a major transportation problem.

"We are more dependent than most districts on motor vehicles," the superintendent continued, "for about 95 per cent of the pupils in the Mount Baker school district travel by bus. To serve these young people, buses must cover 785 miles a day on roads that are often in poor condition."

The school levy, if approved, will raise \$38,000.

proceedings objectively. This is good training for young people as it gives them a sense of community responsibility.

Don't neglect the school newspaper. It is the hub around which much of the school activity revolves. It is a laboratory course in English, and it should have as good equipment and as much attention as a laboratory course in science.

Teacher-journalist a public-relations help

If the teacher in charge of the school newspaper has been selected with some regard to his qualifications in the field of journalism, it is possible that the school already has on its staff a person capable of planning and carrying through a public relations program. Professional training in journalism, or practical experience as a newspaper reporter, often serves as good preparation for the wider field of communications. Your journalism teacher might well be the public information officer for your school system.

But in many cases such preparation is not a part of the journalism teacher's background. This particularly is true when journalism is handed to an English teacher with instructions to get a book and read up on the subject before next semester.

If the journalism teacher is selected in such a careless manner it is apparent that anyone in the system is as well trained to handle public relations as the news writing teacher. Without an expert on the staff, the responsibility falls upon the superintendent or principal.

The school newspaper reflects the school. A poorly run school seldom publishes a good newspaper, but a well-run school generally produces a paper that is a credit to the students, the faculty and the administration. You are fortunate if you have a good school newspaper, and you are doubly fortunate if you have a trained journalist on your teaching staff. If such is the case, make the most of it, for planned public relations is the best counterattack for unjust criticism.

Public Relations Medium

percent of the parents read each issue of the school paper. The percentage is even higher among parents whose children are on the staff. Many parents depend upon the school paper for announcements of parent-teacher meetings, school entertainments, athletic events, scholarship lists, news about changes in the faculty, and social events like mother-and-daughter teas. The paper is a direct link between the home and the school.

School papers can even help as a medium of information at the time of school elections. Here is part of a story that appeared in *The Beacon*, student paper at Mount Baker high school, Deming, Washington.

10 MILL LEVY TO PROVIDE FOUR NEW SCHOOL BUSES

Safe, modern school buses will replace outdated equipment in the Mount Baker district if voters at the November

This amount will be used to replace equipment now considered unsafe by district maintenance men.

Passage of the levy will also make it possible to secure reimbursing funds from the state, which, over a period of ten years, will return 90 per cent of the \$38,000 to the district. . . .

The above news story was a clear statement of fact. The administration was making good use of the school paper as a public relations medium. The story was of interest to students as well as patrons, and it played its part in securing the desired results. The levy passed by a large majority.

The school paper is not just a bulletin board, nor should it be controlled to the extent that nothing unfavorable to the schools is allowed to be printed. Some administrators encourage student reporters to attend school board meetings to report the

"The Function of the Public Schools

by CLARENCE LINTON

The scores of books, pamphlets and articles during the past decade on the relation of religion to American life and education are evidence of the widespread concern among educational and religious leaders. Four publications have particular relevance to *The Function of the Public Schools in Dealing with Religion* under critical analysis here by Professor Bower.

The first recent and important statement is the Seventh Yearbook of the John Dewey Society, published in 1944 under the title, *The Public Schools and Spiritual Values*. A group of eminent educators made explicit the obligation of public education, no less than private education, to develop spiritual values. It was maintained that these values can and should be developed without explicit reference to religion.

Following an exploratory conference of educational and religious leaders at Princeton, New Jersey, in 1944, the American Council on Education appointed its standing Committee on Religion and Education. In 1947 the Committee reported under the title, *The Relation of Religion to Public Education: The Basic Principles*. In essence this second important publication took sharp issue with the John Dewey Society publication. It defined the problem confronting the American people with respect to the place of religion in their public schools and stated tentative principles to guide educational and religious leaders in a restudy of the problem.

The third, and perhaps the most

Dr. Linton is professor of education and adviser to foreign students at Teachers College, Columbia University. He was director of the exploratory project for the report here under discussion.

influential pronouncement to its time, was the Educational Policies Commission's *Moral and Spiritual Values in the Public Schools*, published in 1951. In the broader context of the obligations of public schools to develop moral and spiritual values, because they are public and because effective general education requires them, the Commission made explicit the educational grounds on which the public schools can and should deal with religion.

Says Bower favors historical approach

A fourth important publication in this field is Professor Bower's own book, *Moral and Spiritual Values in Education: A Challenge to Every American*, published in 1952. Professor Bower places his discussion of the educational process of developing moral and spiritual values—perhaps the best statement of this process currently available—and his "program of emphasis on moral and spiritual values" in an historical perspective (of his own interpretation of the separation of church and state, with which perhaps a majority of educational leaders agree) and a naturalistic approach. He seems to assume that the facts and implications of religion, inherent in the culture and therefore intrinsic to public school experience, must be avoided on prudential grounds; and that the public schools can and should proceed to develop moral and spiritual values without explicit reference to religion. His position appears to be closer to that of the John Dewey Society Yearbook than to that of either the Educational Policies Commission or the ACE's Committee on Religion and Education.

The Function of the Public Schools in Dealing with Religion, is a report of an exploratory project designed to take the problem to the educational and religious leaders of America. In order that misunder-

standings regarding motives and aims might be avoided, the project was carefully defined thus: "An inquiry into the function of the public schools, in their own right and on their own initiative, in assisting youth to have an intelligent understanding of the historical and contemporary role of religion in human affairs." This definition appears to have been very useful in keeping the focus clear.

It was agreed at the outset that primary attention should be given to what the public schools and teacher education institutions are now doing and what educational leaders think these schools can and should do about religion. Accordingly, greatest reliance was placed on conferences with the director of the study arranged by educational leaders throughout the country. Questionnaires and opinionnaires were used to obtain information and opinions, and the findings were used in subsequent conferences and subsequent instruments. A total of 3,500 educational leaders and 1,000 religious leaders, representative of all sections of the United States and of the three major faith groups, contributed to the substantive data on which the report is based.

The Committee is under no illusions about the complexity and difficulty of finding a democratic solution to this problem—one which will deal appropriately with the facts and implications of religion intrinsic to literature, history, art, music, science, and other school experiences without violating the religious liberty of any teacher or pupil. The Committee thinks that the most promising proposal for a solution is *factual study of religion*, but emphasizes the need for putting this hypothesis to the test of empirical experience. The last chapter of the report outlines ways in which the Committee thinks this experimentation may be undertaken.

in Dealing with Religion"

The Function of the Public Schools in Dealing with Religion is a report on an exploratory study, made by the American Council on Education's Committee on Religion and Education, on the inclusion of a factual study of religion in the public school curriculum. (145 pp. Washington, D.C.: The American Council on Education, 1953, \$2.) It is discussed here in tandem: by Clarence Linton, one the book's authors, and by William Clayton Bower, prominent clergyman and educator.

by WILLIAM CLAYTON BOWER

This volume is the third in a series of reports growing out of the study of the relation of religion to public education, under the auspices of the American Council on Education.

The first, *Religion and Education* (1944), grew out of an exploratory conference at Princeton, held at the suggestion of the National Conference of Christians and Jews. The second, *The Relation of Religion to Public Education* (1947), was an analysis by the Council's Committee on Religion and Education of the problem of the secularization of American education and a proposal of basic principles for its solution.

The summary of its conclusions as restated in the present volume, with approval, is:

1. The problem is to find a way in public education to give due recognition to the place of religion in the culture and in the convictions of our people while at the same time safeguarding the separation of church and state.

2. The separation of American education from church control was not intended to exclude all study of religion from the school program.

3. Teaching a common core of religious beliefs in the public schools is not a satisfactory solution.

4. Teaching "moral and spiritual values" cannot be regarded as an adequate

substitute for an appropriate consideration of religion in the school program.

5. Teaching which opposes or denies religion is as much a violation of religious liberty as teaching which advocates or supports any particular religious belief.

6. Introducing factual study of religion will not commit the schools to any particular religious belief.

7. The role of the school in the study of religion is distinct from, though complementary to, the role of the church.

8. The public school should stimulate the young toward a vigorous, personal reaction to the challenge of religion.

9. The public school should assist youth to have an intelligent understanding of the historical and contemporary role of religion in human affairs.

The present volume is a report of an exploration, by means of questionnaires and opinionnaires addressed to educational and religious leaders, as to the desirability and feasibility of further studies and experimentation regarding the introduction of the factual study of religion into the public school. The Committee feels that sufficient favorable opinion exists to justify experimentation in pilot schools.

The report raises, however, a number of critical issues regarding the proposal and procedures which, from the standpoint of this reviewer, need clarification before experimentation and the inauguration of a nationwide program are undertaken. They for the most part lie concealed in a number of ambiguities and unexamined assumptions which also cast doubt on the questionnaires and opinionnaires themselves plus the unequivocal nature of the returns:

1. What is meant by "religion"? In the context of American culture,

in which religion assumes a multitude of sectarian forms, "religion," unless carefully defined, is likely to mean as many different things as there are individuals and groups, since the tendency is for the individual and the sect to identify religion with the beliefs and polity of their own theological and ecclesiastical traditions. Consequently, the reaction of the respondents to such a term as "religion" undefined is likely to be distorted by theological and ecclesiastical identifications. So would their opinion as to what should be done and how.

Some who, like this reviewer, would be wholeheartedly in favor of including in the schools the objective study of religion functionally conceived as a phase of culture would doubtless, with him, be opposed to the introduction of a study of religion theologically or ecclesiastically conceived. This identification of religion with particular beliefs and polities is the historical and psychological soil from which sectarianism springs. A functional concept of religion as a valutional experience would seem to be necessary to an understanding of the role of religion in historical and contemporary culture. But this is a very mature insight and cannot safely be assumed without a clear differentiation between religion as a valutional experience, which is the basis of all historic religions, and the widely divergent theological and ecclesiastical interpretations and expressions.

What is meant by "factual study"?

2. What is meant by "the factual study of religion"? Is its content to be historical, literary, theological, ecclesiastical, liturgical, psychological, philosophical, or sociological? Or a combination of these. Obviously, the intended content must be clearly determined and held constant if the experimenter is to know with what he is experimenting.

3. What is the objective to be? In the earlier statement of basic principles, two objectives, apparently quite different in nature and intent, are proposed: "The public school

Dr. Bower is Professor Emeritus of the Divinity School of the University of Chicago. He is author of *Church and State in Education*, *Moral and Spiritual Values in Education*, *Character through Creative Experience* and other books.

should assist youth to have an intelligent understanding of the historical and contemporary role of religion in human affairs; and "The public school should stimulate the young toward a vigorous, personal reaction to the challenge of religion." In the total context of the report these objectives seem not to be consistent.

An objective study of religion as a phase of culture seems to this reviewer to be consistent with the principle of the separation of church and state and to fall well within the function of the public schools. But when the teaching of religion is directed toward securing *personal commitment* it would seem to fall within the function of the churches. Not only does commitment carry with it a deep emotional involvement but, as religion is generally understood by sectarian groups, is generally canalized in terms of sectarian theological and ecclesiastical beliefs, such as Christ as Savior and Lord (Protestant), the authority and infallibility of the Pope and devotion to Mary as the Mother of God (Catholic), and the doctrine of The Chosen People (Jewish). To secure commitment without a considerable degree of identification with these sectarian beliefs requires a degree of knowledge, maturity, and objectivity beyond the capacity of most teachers, however well-intentioned. Since commitment is by nature to predominantly specific things, teaching for commitment strongly tends to involve persuasion. This is why, so far as the public schools are concerned, the second objective is judged not to be consistent with the first. If undertaken by most teachers it might well defeat the objective study of religion as a phase of culture and involve the school in theological controversy that would put an end to the experiment and render more difficult the attempt to restore the moral and spiritual content of education.

4. By what specific procedures shall the two proposed objectives be achieved? If the objective is to secure factual knowledge about religion, presumably some form of transmissive method is indicated.

But if the objective is to secure commitment, then a choice would have to be made between persuasion and a creative functional method. In a creative procedure knowledge must be functionally related to the experience of growing persons through the analysis of life-situations for their factors and outcomes, a search for knowledge and standards in the cultural heritage, choice of alternatives, commitment to the chosen outcome, and carrying through the commitment to action. But nowhere in the report is anything to be found regarding procedure. Hidden in this ambiguity are the unexamined assumptions that an unspecified method will be equally effective for either or both objectives and that factual knowledge about religion will automatically result in commitment and, presumably, in changed behavior, in spite of the fact that objective tests have abundantly demonstrated the futility of such an expectation.

The report correctly states that teaching moral and spiritual values (the formula used by the Educational Policies Commission) cannot be regarded as "an adequate substitute for an appropriate consideration of religion in the school program." This is true because the two approaches, while having much in common, rest upon essentially different philosophies and employ different procedures, at least where the moral and spiritual values approach has been worked out operationally, as in the Kentucky experiment.

Values are more basic than facts

But the use of the qualifying word "adequate" would seem to indicate that the Committee feels that its proposed factual study of religion is superior in intention and procedure to that which seeks the discovery and development of moral and spiritual values in functional relation to the experience of growing persons. With this position many would disagree. The program for the discovery and development of moral and spiritual values is a much more fundamental and inclusive approach. It includes as one aspect of its procedure the

study of religion as a phase of culture when it appears in the subject-matters of the cultural heritage—such as literature, history, the social studies, art and science—and it contributes to the growing person's responses to actual situations encountered in the process of living. Moreover, when the evaluation of experience rises, as it should in all good education, to the level of the revaluation of all particular values into a total meaning and worth of life, it becomes profoundly religious.

Schools are obliged to deal with values

All of which raises the question as to whether the Committee's proposal might not better be focused differently. As educators are we primarily concerned, as the report avowedly states, with the introduction into the curriculum of the factual study of religion? Or with the growth of persons in sensitivity to moral and spiritual values and competence in making these values effective in the control and motivation of living, leaving to the churches such theological and ecclesiastical interpretations and sanctions as they may deem proper.

The present mounting concern to restore the value content to education grows out of an urgent and fundamental personal and social need. If guided aright, it can result in redressing the present imbalance in American education with its primary emphasis upon knowledge and techniques and its consequent neglect of moral and spiritual values. But unless it can avoid the bitter root of sectarianism by confining itself to functional moral and spiritual values without theological and ecclesiastical interpretation, the result may well be disastrous in needlessly reviving the old controversies that led to the exclusion of religion from the public schools.

Not only can the schools legally deal with moral and spiritual values functionally conceived, but are under obligation to do so, as the Educational Policies Commission has affirmed. Beyond this, in this reviewer's opinion, they cannot legitimately go.

Consolidation:



“No” in 1950;
“Yes” in 1951



...organized, informed action
in the interim turned the tide

by VIRGIL HENRY

IN JUNE, 1950, the voters in the Orland Community High School District rejected a proposal to consolidate this high school district with the adjacent Palos High School District. Both school districts were small, and neither was wealthy.

The proposed consolidation had been planned by the two Boards of Education in cooperation with representative lay citizens in both areas over a period of one year. The professional educators in both districts also participated actively in the plan, and outside educational consultants supported the proposal.

In Orland, a citizens' committee of some thirty persons was formed to "get out the vote." Several members of this latter group had participated in the planning from the beginning.

It was known from the first that opposition to the proposed consolidation existed in Orland. However, the Board, the Superintendent, and the citizens' committee felt that the people would vote "right" if they knew "the facts." The usual methods of publicity were used, including

meetings of representative citizens, newspaper articles, and planned person-to-person talks.

The election carried by a large majority in the Palos district but lost by a two-to-one majority in Orland.

Board baffled by defeat, but began new effort

The Orland Board and Superintendent were disappointed and baffled by the election results and took no definite action for several weeks. In August, however, they held a special meeting to consider what the next step should be. At this meeting, the Board decided that a series of public meetings, to be led by the Superintendent, should be conducted in the fall to study and discuss the problem in detail. Immediately following this Board meeting, the Superintendent met with the Executive Committee of the PTA and presented the Board's suggestion. This committee approved the plan.

In planning this series of meetings, the Superintendent tried to take into consideration all the major ob-

Mr. Henry is Superintendent of the
Orland Park Public Schools, Orland
Park, Illinois.

jections to the defeated proposal, and the course was planned to include attention to all these points. The meetings were announced in the local newspapers and in a special bulletin sent out from the Superintendent's office. All interested citizens were urged to attend.

The plan was as follows: four two-hour sessions to be held in October to study and discuss the elementary school problems in this area, and four two-hour sessions in November to consider the high school problem.

Two basic textbooks were used, both by the Educational Policies Commission of the NEA: *Education for ALL American Children* and *Education for ALL American Youth*. The former presents suggested goals for elementary schools in the United States, while the latter gives attention to comparable materials at the high school level. Also, a bibliography of magazine articles relating to issues in public education was prepared, and a loan system was set up so that these articles could be checked out from the school's professional library.

The eight meetings were held as scheduled, one meeting per week during the eight weeks of October and November. The attendance averaged thirty per meeting.

As stated above, the first four meetings emphasized educational issues at the elementary school level. These topics were studied and discussed in the first three sessions. In the fourth session, three volunteers

from the group gave ten-minute reports in which they presented their ideas on the subject, "What Should Be Done to Improve the Elementary Schools in the Orland Community?" These reports consumed most of the first half of the meeting. The second half of the session was then given to an evaluation of these reports by the group.

Appraisal sheets aided objective plan-rating

The last of the four two-hour sessions on the high school problem was used for two purposes: first, to discuss in some detail the PRO and CON arguments affecting the people's attitudes on each of two alternative proposals for high school district reorganization; and second, to fill out an appraisal sheet planned to help each member of the group to be as objective as possible in rating each of these two plans. It was suggested that in weighing the importance of each argument in this appraisal, the members should take into consideration the four following principles:

1. The main purpose of a high school is to serve the educational needs of all the children of high school age. By "all the children" is meant:
 - a. Those who plan to go to college and those who do not.
 - b. Those whose parents are economically well-to-do and those whose parents "have less."
 - c. Those who live in the village of Orland Park and those who live

outside the village—on farms and in the "subdivisions."

2. Our high school should be kept as close to the people as possible. This means:

a. That the people have a right to ask questions about their schools, to make their wishes known, and to have prompt answers from those in positions to change things.

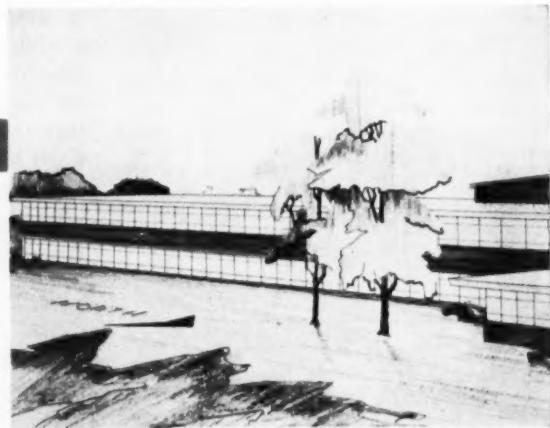
b. That all the people have a right to fair representation on the Board of Education.

3. A community's pride in its local schools is desirable and should be encouraged—but not to a point where the community, for the sake of such pride, is in danger of weakening the educational program which might be provided by cooperating with neighboring communities.

4. When school reorganization is under consideration, the tax rate and its probable effect on property values naturally enter into the people's thinking. This is entirely proper, so long as such financial aspects of the matter do not become more important in the people's minds than the kind of schools to be provided for all the children.

Near the end of the eighth and last meeting, the members of the group voted by secret ballot on the two alternative plans for improving the high school. These alternatives were: Plan One, improve our local high school by either remodeling and building an addition to the building now in use or by erecting

Product of the consolidation of Orland Community High School District and Palos High School District, the new Carl Sandburg High School in Orland Park, Illinois, will open its doors this fall to some 500 students. (Ganster & Hennighausen, Architects)



a new high school building; Plan Two, consolidate our high school district with an adjacent high school district to our south (the direction opposite to Palos, with which high school district our proposed consolidation had been defeated). This secret ballot resulted in a two-to-one majority in favor of Plan Two.

The Board of Education publicly declared itself in favor of calling an election on the proposition suggested in Plan Two and the Orland Park Junior Woman's Club chose as its main project the improvement of education in Orland.

Woman's Club gathered information

The Junior Woman's Club started this project entirely on their own initiative and worked throughout the year in a very constructive manner. Their first step was to divide their most active members into four committees to study the problem. Each of these committees began its study by meeting with an outstanding educator outside the Orland area.

One of the committees drove to the state capital, almost two hundred miles away, to discuss the matter with two school reorganization specialists in the State Department of Education. A second committee was able to bring a prominent outside educator to a meeting of their entire Club to discuss the problem and to answer their questions.

Following their preliminary studies, these committees presented written

reports of their findings to the Board of Education. These reports were all objectively written and were gratefully received by the Board. Each report was read aloud in a Board meeting and was carefully considered. The Junior Woman's Club never took an official position on the matter and was never asked to do so. Instead, it chose to serve the Board as a collector of information and opinions from persons in positions to speak with considerable authority.

In September, 1951, the Orland Board of Education invited to a Board meeting a group of citizens who strongly favored some plan to keep our local high school (without consolidation with either neighbor—to the north or to the south).

The Board listened to their plan and discussed it with them, finally offering to cooperate in circulating a petition to call an election to vote bonds for a new *local* high school. The Board's attorney prepared the petition forms and gave them to the School Superintendent for distribution to the leaders who had promised to get the necessary number of signatures.

When the news spread that an election might be called soon to vote bonds to build a new local high school, a group of some forty citizens met at the school to protest this action. Most of those who attended this meeting reside in the north end of Orland Township and had always favored the consolidation of Orland

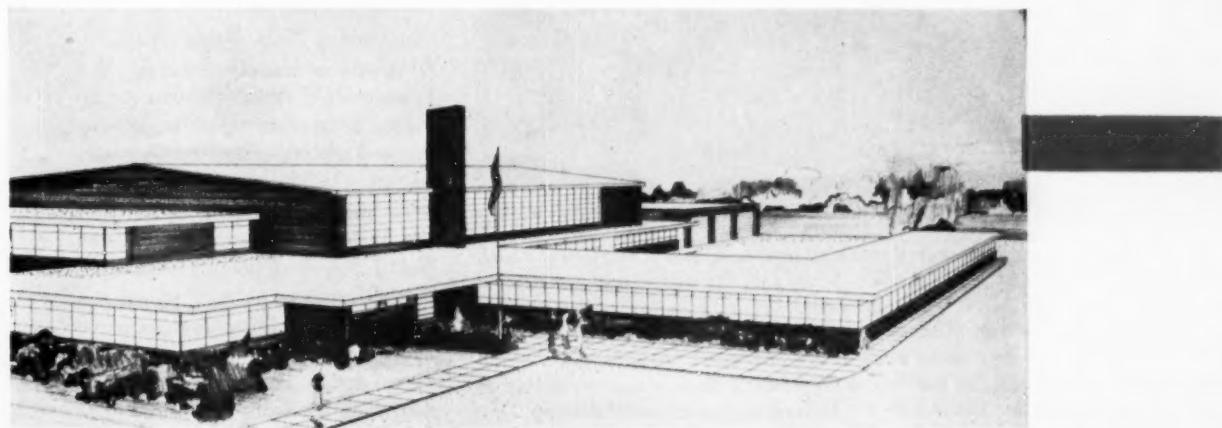
and Palos, the plan that was defeated in June, 1950. This meeting discouraged the leaders in the movement to build the local high school and revived the interest in the original plan.

Promptly after this meeting, the Orland and Palos Boards arranged another joint meeting to which were invited the County Superintendent of Schools and two school attorneys. It was agreed that another attempt should be made to consolidate the Orland and Palos high school districts—this time by petition instead of election.

Teams of citizens were organized to carry the petitions and coached to explain the issues in face-to-face conversations when citizens seemed hesitant to sign. By this method far more than the required number of signatures was readily secured as nearly all opposition to the consolidation seemed to disappear.

In June, 1952—two years after the first defeat—the new consolidated high school district voted on the proposition to issue bonds to build a new high school. The proposition carried by a vote of 1296 to 146.

The contract for the new building was awarded in April, 1953, and the construction started on May 1st. On January 1, 1954, the architects estimated that the construction of the building was sixty percent complete. Approximately five hundred students will be enrolled when the new Carl Sandburg High School opens in September, 1954.



SCHOOL PLANT

News & Views

Progressive Architecture Cites Educational Buildings

In *Progressive Architecture's* first Design Award Program, the following architectural firms were cited for outstanding educational building design:

AUSTIN, FIELD AND FRY—Humanities Building, University of California, at Los Angeles.

MARCEL BREUER and O'CONNOR AND KILHAM—Bantam Elementary School, Litchfield, Conn.

CLARENCE MAYHEW—Alumni House, University of California at Berkley. NICHOLS AND BUTTERFIELD—Rocky Hill Junior High School, Rocky Hill, Conn.

A. M. KINNEY, INC., Charles Burchard, Director of Architecture—Elementary School, Madeira, Ohio.

HUGH STUBBINS ASSOCIATES — The Country School, Weston, Mass.

GRASSHOLD-JOHNSON AND ASSOCIATES, and PERKINS AND WILL—Brookfield Union Free High

School, towns of Brookfield and New Berlin, Wis.

WILLIAM CORLETT and PETER H. SKAER—Elementary School, Napa, Cal.

KENNETH W. BROOKS—New High School, Coulee City, Wash.

State Departments Dislike Stock Plans

A national survey among heads of state departments by the AIA reveals that only ten states have stock plans available. Twenty-three states do not use and have never used stock plans for school buildings. Fifteen states have abandoned former use of stock plans.

Need Permanent Consultant

Architect Carl F. Guenther makes a point often overlooked in the services of educational consultants to

school building projects. "In most communities it is safe to assume that the completion of one school building program will only herald the start of another. Here then is the need for continuing use of the services of the educational consultant, continuing study of the relationship of building to child development, building to educational program, and building to adult participation on a community wide level. The educational consultant is a permanent member of the team to assure the continued creative development of education in our society." (Outcalt, Guenther and Associates, Cleveland.)

Housing & School Design

Theodore L. Reller, University of California professor, raises some questions: "Changes such as in housing and the mobility of population must be considered in relation to the school plant problem. What are the implications of the apartment or of the small home for education? Does the reduction in space in the home, which alters the types of activities children can engage in, suggest an expansion of space in the school to facilitate experience in a greater variety of activities? Given mobility of population, for what period of years should school housing be constructed under varied conditions? Is the movable permanent type of building an answer?"

Grounds a Safety Factor

Elementary school children are involved in accidents upon the grounds one and one half times as frequently as within buildings, observes D. Kenneth Sargent, AIA, in the Bulletin of the American Institute of Architects, Vol. 7, No. 6. Three times more accidents occurred to high school students within buildings than occurred upon the grounds. Mr. Sargent reviews design considerations to reduce such accidents.



One of the four basic panels used to divide interior spaces is this Dowel Panel. Designed by the firm of Caudill, Rowlett, Scott, and Associates, and first used in the Laredo, Texas, schools, it works somewhat like a "tinkertoy". Teachers and pupils can devise their own individual set-ups. The panel consists of a plywood surface mounted on wood studs. Each panel has insert holes for hard wood dowels. The holes have solid backing so that heavy objects such as a row of reference books can be supported. Panels are equipped with shelving, etc.

A good scaffold should have guard rails, locking casters, plenty of space for both workmen and equipment.

Off-the-Floor Maintenance

by A. C. BORGMAN
Long Island City
New York

JANITORS and maintenance men often have to work above arm's reach—cleaning, painting, repairing, inspecting and replacing equipment.

Portable ladders and scaffolds are useful in off-the-floor cleaning and maintenance, but certain precautions should be observed in their selection and use.

Here are some factors to consider in choosing equipment for particular problems:

- ... Can the equipment be moved out of the way quickly to clear a corridor between classes?
- ... Can pupils pass unobstructed beneath the work area?
- ... Is the structure "boy proof"? Can it be left unattended for any length of time?
- ... What load must the equipment carry? How many men must work on it at one time?
- ... Does it provide room for resting equipment while work is in progress?
- ... Can the structure be used for work over desks, etc.?
- ... Can the equipment be set up

and stored quickly in minimum space?

In addition to the above questions, there are some basic safety standards for ladders and scaffolds.

Twenty feet is the maximum safe height for step-ladders. Step treads should be level. Slope of front section should be at least three and a half inches per foot of height; the back section should slope at least two inches per foot.

A six-foot ladder should be at least one and a half feet wide at the base; for every added foot of height, the base width should be increased one inch.

Single ladders should not be over thirty feet in length. Extension ladders over sixty feet are not recommended.

The horizontal distance from the top support to the ends of the ladder should be one-fourth the length of the ladder. Extension ladders should have an overlap between sections of three to five feet, depending on their length.

Here are some suggestions for safety off-the-floor:

- ... Limit mobile scaffold height to four times the smallest base dimension.
- ... Be careful not to exceed maxi-

mum recommended capacity.
Always use guard rails on scaffolds.

Do not allow workmen to stay on a mobile scaffold while it is being moved.

Make sure all casters on mobile scaffolds are locked when men are on the scaffold.

Various locations and jobs in the school present different off-the-floor problems to the maintenance staff.

Dusting and inspection: These are light jobs that can be done quickly. Portability and ease of setting up are big factors here; otherwise getting from job to job takes up a disproportionate amount of time.

Washing: Any type of washing job requires considerable equipment—pails of water, cleaning solutions, rags, brushes, sponges—which means the supporting structure will have to be large enough to conveniently hold all the equipment as well as the workman.

Painting: As in washing, large wall or ceiling areas are involved. Work will be speeded considerably if painters can reach a large area from one location of the supporting structure. The higher the off-the-floor work, the greater the time saved in using a scaffold rather than a ladder.



EDUCATIONAL PLANNING

The School Executive continues its roundup of the various CPEA programs, most of which have reached the half way point. In this issue we present the story of the Midwest Center, which has its headquarters at the University of Chicago. Center director Francis S. Chase and his associates describe some of the key studies which have been made and indicate their value for the improvement of school administration. All our readers will want to study these results carefully.



midwest cpea || **aims and results**

by FRANCIS S. CHASE

EDUCATIONAL administration is struggling to raise the quality of education, while meeting the heaviest demands ever placed on the schools of a nation. It is handicapped by outmoded concepts of administration, lack of research, and faulty transmission of knowledge. Moreover, it is functioning with antiquated organization, insufficient resources, and badly confused school-community relationships.

The remodeling of administration is an urgent and difficult task. For this task the Cooperative Program in Educational Administration was set up more than three years ago under a grant from the W. K. Kellogg Foundation.

It is sponsored by the American Association of School Administrators, the National Council of Chief State School Officers, and the National Conference of County and Other Rural Area Superintendents. It operates

through regional centers located at eight universities, of which the University of Chicago is one.

Through the Midwest Administration Center at the University of Chicago, some 5,000 persons and scores of organizations are contributing their efforts to the study and improvement of educational administration. The cooperating agencies include 31 universities and colleges, 12 state departments of education, 11 state school board associations, 11 state education associations, some 20 state administrators associations, a state press association, parent-teacher associations and citizens committees.

Bearing in mind the necessity for both strengthening educational leadership and improving the conditions under which that leadership operates, we started with four basic purposes:

- To improve the selection and basic preparation of educational administrators.
- To create better opportunities for administrators to grow in understanding of the place of education and the functions of administration, and in developing abilities to work with people.
- To increase the availability and effectiveness of consultative services.
- To encourage cooperative study of critical issues and problems as a basis for action programs.

Dr. Chase is Director of the CPEA's Midwest Administration Center and Professor of Educational Administration at the University of Chicago.

We recognize six critical needs in educational administration in the Midwest:

- adequate district organization
- sound finance policies
- effective board functioning
- improved consultative services
- leadership for instruction
- informed, responsible citizens.

The needs were identified by means of exploratory studies, conferences, and a questionnaire sampling of opinions of Midwest leaders.

Programs have been set up to meet these needs, each headed by its program coordinator. In the six following articles, each coordinator describes what is being done in his program area.

Each of our six major study-and-action programs was outlined by a planning conference lasting two days or longer. For example, the finance studies were planned by a conference attended by some thirty leaders from state departments, universities, and public school systems of the Midwest. Consultants for the conference included national authorities in educational finance, economics, and public administration. Similar conferences planned other aspects of the program. Following the initial conferences, other interested persons were involved in the development of the programs.

The schools of the Midwest are the major source of the problems and ideas with which we deal.

They are also the laboratory for the carrying on of studies, and the action front for the application of findings. The Midwest Center helps interested groups to define their problems and to devise ways of studying them.

In each program, the approach is one of study as a guide to action. We try to involve as many as possible of the potential users in the conduct of the research. Typically, a group is involved: first, in defining a critical problem and formulating objectives; second, in reviewing available information and determining what additional studies are needed; third, in planning and conducting the needed research; fourth, in analyzing the findings; and fifth, in planning and initiating activities to apply what is learned in moving toward the desired goals.

Bulletin distributes research results

Administrators must learn from the studies and experiences of others as well as through their own experiences. As we studied this problem, we were convinced that there was need for a new type of publication which would make it easier for educational administrators to apply research findings to their own problems. To meet this need, we devised a simple four-page bulletin which we call the *Administrator's Notebook*. It is issued monthly, and each issue attempts to apply the findings of research to a single key problem in educational administration. The *Notebook* is distributed to superintendents, principals, state department of education staff members, professors, and graduate students who agree

to read the material, provide criticism when requested at regular intervals, apply the questions asked in each issue to their own situations, and file the issue for future reference.

It is a simple but apparently effective device for two-way communication. The problems dealt with are selected from those suggested by the users of the material, and a check is made to reveal the use to which the reports are put.

We are also preparing a series of monographs setting forth what we have learned about subjects such as status and tenure in the superintendency and increasing school board effectiveness.

Pointers for making conferences more successful

We are trying to make conferences and workshops more effective instruments of two-way communication. We find that conferences tend to be most successful when special attention is given to:

- Building the conference program in terms of clearly defined purposes.
- Selecting participants on the basis of interest in the problem and ability to influence others.
- Involvement of the participants in advance planning and in study of problems.
- Providing materials (for use before and during the conference) to give pertinent information and to stimulate thinking.
- Structuring the conference in terms of key questions sequentially arranged so as to lead toward solution of the problem or attainment of the stated purposes.
- Providing discussion leaders who will encourage full participation while keeping the discussion on the beam.
- Assuring flexibility by encouraging conferees to modify the agenda in terms of their own interests and considerations brought out during the conference.
- Providing for periodic summaries and re-statement of issues to clarify thinking and develop consensus.
- Arranging conference facilities to promote thinking together and sharing of views and information, as well as opportunities for getting acquainted and small group discussions.
- Using resource persons with fresh points of view, and with pertinent knowledge and insights gained in related fields such as public administration or social science research.
- Stimulating appropriate action on the part of participants as a follow-up of the conference.
- Evaluating the outcomes in terms of central purposes.

We are helping many educational leaders to discover how to lift conferences above passive listening or a mere exchange of views to the level of vital educational experiences which help to solve problems and change thinking and behavior. We are continuing to test conference and workshop procedures in local school situations as well as with regional groups.

During the three years of its operation the Midwest Center has contributed to a number of developments

which hold promise for significant improvements. Among the encouraging signs are the following:

1. Progress has been made in translating research into practice.

Approximately four thousand persons are using the *Administrator's Notebook*, a monthly publication of the Midwest Center which deals with important problems in administration in the light of relevant research.

Similar success in translating research into practice has been obtained through conferences and through the participation of hundreds of administrators in cooperative studies.

2. Gains are being made in increasing the effectiveness of school board operation.

Scores of school boards are using the guide prepared by the Center to suggest processes useful in selecting superintendents of schools. Hundreds of school boards have made use of the research findings on effective board membership. Several thousand board members are profiting from the research reports in the *Administrator's Notebook*. Eleven state school board associations have reported improvements in their workshops and other services to local board members as a result of conferences sponsored by the Center.

The state associations of school boards in the Midwest have recently formed a permanent regional association and have developed plans for a series of annual conferences. In planning the conference for 1954, they have elected to focus attention on how school boards can help to bring about more effective district organization. In developing this conference, they will use the studies sponsored by the Midwest Center and consultants provided by the Center.

3. Many state departments are evaluating and improving their consultative services to local school systems.

Two hundred and forty-one staff members of twelve state departments of education analyzed their own services through individual interviews of an hour or more; nine state departments cooperated in a study involving an evaluation of consultative services by more than one thousand superintendents. Several state departments are asking the Center to assist them in developing programs of in-service education for their staff members.

The studies carried on by the Midwest Center, in collaboration with state departments of education and local school administrators, are providing much evidence as to the unmet needs for consultative service and the conditions contributing to effective consultant work. These studies will be made available to personnel of state departments of education through monographs, conferences, and demonstrations.

4. Newspapers are joining school administrators in attempting to improve educational interpretation.

The Michigan Press Association and the Michigan Association of School Administrators are collaborating

with the Center in an extensive interpretation study. Efforts are being made to learn what procedures and what kinds of content in newspapers and other media of communication will contribute most to public understanding of educational aims, programs, and accomplishments.

Faculty members from the School of Education, the Department of Journalism, the School of Business Administration and the Department of Sociology and Anthropology of Michigan State College are collaborating in the making of community surveys to reveal existing knowledge, understandings, and attitudes of citizens with respect to various aspects of the school program. They are also working with school boards, administrators, newspaper editors, and other citizens in planning improved programs of interpretation.

Careful measures will be made of the effects produced through various types of content and through use of various media of communication. Handbooks are being prepared for newspapers and school administrators.

5. Citizens' participation in educational planning is being studied and improved.

Several hundred Michigan communities are involved under the leadership of the University of Michigan in studying the work of citizens' advisory groups. Particular attention is being given to the relationships between citizens' committees and boards of education, as well as relationships with other community groups.

Efforts are being made to identify the conditions under which citizens' committees contribute to increased citizen participation in educational planning, the establishment of constructive relationships, and the raising of community policy decisions for education.

6. Many school systems are evaluating conditions relating to effectiveness of instruction.

Studies are in progress in Ohio, Illinois and Michigan to identify the types of leadership and organization which are most effective in promoting curriculum improvement and growth of teachers. Information is being obtained which will lead to better understanding of the appropriate roles of principals and supervisors and the ways in which teachers may be led to assume greater responsibility for their own improvement.

7. Progress is being made in identifying the factors which encourage or impede adequate district organization.

Among the more significant findings are those indicating ways in which leadership may be developed and citizens' groups involved in a process of planning which leads to desirable reorganization.

8. There has been improvement of conferences, workshops, and other opportunities for the continuing growth of administrators.

For example, a series of six conferences, held at the University of Chicago in the summer of 1953, helped administrators, teachers, and other citizens to apply the findings of research to such key problems as improving

leadership for instruction and increasing the effectiveness of educational consultative services. The Illinois Association of School Administrators, with the assistance of the Center, is setting up a program for in-service education of its members.

9. Programs for the preparation of administrators are being strengthened.

Both direct and indirect approaches are used to bring about needed improvements in the programs for preparation of administrators in the Midwest. Illustrative of the direct approach is the cooperative program for the improvement of pre-service preparation in Indiana.

With the encouragement and assistance of the Midwest Center, Ball State Teachers College, Butler University, Indiana State Teachers College, Indiana University, and Purdue University have studied: (1) the nature of administrative positions that the institutions' graduates first take; (2) the training and experience backgrounds of

as well as university faculty members and state department of education personnel.

They are observing at first hand problems of organization and administration. And they are working with administrators and boards of education in devising fruitful ways of studying and dealing with problems of organization, board-administrator relationships, finance, instruction, and public relations.

Professors of educational administration are having similar experiences under the Midwest program in working with local school systems and state departments of education. They are learning to tap the special knowledge and insight of business executives, public administrators, economists, political scientists, and social psychologists. Resulting changes in thinking on the part of professors are leading to revision of content of courses and methods of instruction.

Evidence of the value of experiences which students are having in the Midwest program is leading to plans



Francis S. Chase (right), Midwest Administration Center director, discusses project planning with five members of the Center's executive committee. In the usual order: Emerich, Public Administration Clearing House director; four University of Chicago men—Graduate Library-School dean

Berelson, Department of Education chairman Seay, Social Sciences Division dean Tyler, and Political Science Department professor White. Absent are Bane, director of the Council of State Governments, and Schultz, chairman of the Department of Economics at the University of Chicago.

young principals and superintendents; (3) these administrators' evaluation of the courses they have taken to meet certification requirements; and (4) the problems faced by young school executives and their suggestions for preparation program improvements.

These data are being used by the institutions in revising and strengthening the programs of study that they offer in educational administration. Revision of programs is going on at the University of Chicago, the University of Wisconsin, University of Michigan, Michigan State College, and elsewhere.

Other changes in the preparation of administrators are coming as a by-product of cooperative work on problems. One source of change is observation of the value of the variety of experiences which graduate students are having in the various phases of the Midwest program.

These students of educational administration at the University of Chicago and at cooperating universities are sharing in planning, conducting, and evaluating conferences and workshops. They are interviewing superintendents and other school personnel, members of boards of education, and citizens in many communities,

for incorporating a variety of field experiences into the preparation programs of all prospective administrators. Many feel that a variety of experiences has even greater value in the preparation of administrators than prolonged internship in a single system.

Students in educational administration report that the field experiences have added considerable significance to course work and provided opportunity to apply principles to specific problems and to see how various procedures tend to affect the results.

10. New concepts and techniques are being applied to the study of administration.

Progress is being made in developing a theory of administration which will focus on the human elements in planning and cooperative activity for the accomplishment of purposes. The relationships among administrators, board members, teachers, and citizen groups are being examined in order to clarify role functions and role expectations. Particular attention is being given to the effects of various kinds of communication and various types of leadership on understanding, morale, and effectiveness of operation.

adequate district organization

by LESLIE L. CHISHOLM

MIDWEST CPEA's Program on School District Organization seeks answers to problems of school district reorganization. This is a basic need in the region, because the Midwest still has a major portion of the nation's small inefficient school districts.

Universities and colleges of the Midwest have been conducting studies of district organization for years; most state departments have allocated at least one staff member to specialization in this field in recent years. These people who were already occupied both in study and action programs made up a natural group for planning and evaluation of the Midwest Center Program on District Organization. The periodic conferences of the Center served the dual purpose of evaluating Center activities and transmitting the findings of Center studies to those most interested.

The "strategy" of the Center in attacking the problem of district organization involved the following phases:

1. Examination of some of the elements of a sound program of school redistricting.
2. Study of the leadership required to implement a program.
3. Study of the means of communication used by leaders in bringing about a change in district structure.
4. Assistance in training leaders to do the job.

For the first three phases of this program, eight major studies were undertaken in several states in the Midwest. Seven of them have been completed. Some of the findings are presented in the following paragraphs.

An effective program of school district reorganization involves a highly complex series of leadership activities. These activities grow out of the interest of laymen and professional educators who see something worthwhile in the reorganization of inefficient school districts. Two studies at the University of Nebraska, two at the University of Missouri and one at the University of Illinois, using interview and other techniques, analyzed the factors which made up effective local and state leadership in school district organization. The studies which have been completed justify the following generalizations.

State level leadership in school district reorganization

Dr. Chisholm is Coordinator of the Midwest Program on School District Organization and Professor of Education at the University of Nebraska.

ization definitely precedes a significant amount of local leadership.

The initial interest of most local lay and educational leaders occurred within the two-year period following the enactment of the school district reorganization legislation. The number of activities of leaders increases significantly as a state-wide school district reorganization program expands in scope, although the number of state leaders tends to remain approximately the same.

Successful leadership is offered by both lay and professional people.

The state-wide leaders in one state included ten laymen and seventeen professional educators. Educational leaders continue their activities in school district reorganization over a longer period of time than do lay leaders, and the number of leadership activities engaged in by educational leaders is nearly twice that of lay leaders at either the state or local level.

This seems to be due to the strong relationship between the position held and leadership in school district reorganization, with laymen participating in those aspects of the reorganization program which most nearly coincide with their individual positions and interests.

Individual leaders develop an interest in school district reorganization rather suddenly.

A large majority of leaders become active in a relatively short period of time after learning the problem and facts involved. The period of time between initial interest and leadership activity is less for laymen than for educators.

Both state and local leadership in school district reorganization is characterized by its informal nature.

Virtually all state and local leaders engage in leadership activities aimed at creating widespread popular interest in the reorganization of school districts. This, no doubt, is the result of the fact that most leaders consider the major obstacles to school district reorganization to be socio-psychological in nature. The welfare of children is the most telling consideration in winning support. The method most frequently used by both lay and educational leaders is making a speech or giving a talk on reorganization.

Eight levels or cycles of leadership appear in reorganization programs.

They are: (1) developing widespread interest, (2)

participating in group study, (3) securing commitments from groups or individuals, (4) introduction of legislation, (5) enactment of legislation, (6) organization of a state-wide program, (7) formulating plans for studying local conditions, and (8) adoption of reorganization programs.

Success in desirable school district reorganization is based on a real need and public desire for change.

Hence, facts to define the problem of reorganization in the state and present supporting information are basic in the effort. All "publics" in the state should be considered.

To discover some of the factors influencing local decisions, extended interviews were held with 65 community educational and lay leaders, and 135 citizens in 29 communities of Illinois, Iowa, Minnesota, Missouri and Nebraska, where school reorganization issues were scheduled for referendum.

Of the many factors influencing school reorganization, citizens were found to be most concerned with those related to the welfare of children—where they could go to school, how they would get there, and what the opportunities would be after they arrived.

Talking to people was found to be the most effective way of communicating. Three of the five most commonly used methods were conversation, discussion in groups, and speeches. Less than half of the citizens interviewed said they paid any attention to newspaper publicity. Only in towns of 5,000 or over was the newspaper considered effective.

Fifteen percent of the people could give no reason for district reorganization; a like number felt uninformed at the time of the election and only thirty percent gave "better schools" or "better education" as the reason for reorganization.

Orientation and modification of proposal often neglected

Four stages in the development of a local reorganized district were defined: the preplanning stage when the idea emerges, the planning stage when a proposal is crystallized, the orientation stage when it is discussed and modified, and the campaign stage in which the aim is to secure affirmative votes. The third stage was often neglected. Better results accrue when large numbers of people are involved while there is still time to modify the proposal.

The study of the relationship between school finance and school district reorganization was an expansion of research previously completed. The aim in these studies was to determine (a) if the state and local school finance program has an impact on school district reorganization and (b), if so, at what point or points does the impact occur.

The latest study in this series involved thirteen states which recently have undertaken state-wide programs of school district reorganization. Fifteen separate aspects

of the state and local public school finance programs were analyzed in relation to the reorganization of school districts in each state.

The findings indicate that the school finance program in a given state has a definite impact on school district reorganization. Some features of state and local school finance programs facilitate school district reorganization, other features retard it.

Finance factors which encourage school district reorganization are generally related to the equitable apportionment of state aid. Among financial incentives to better district organization are: defensible equalization programs, state support for capital outlay, partial state support of pupil transportation, and temporary special state supports during the initial stages of the development of new districts.

Among deterrents to the establishment of better districts appeared such considerations as extreme variations in local assessed valuations, tax rates and methods of assessing; provisions for high school tuition which give tax advantages to territory not supporting the high school; and the distribution of state grants-in-aid on a per-pupil or per-classroom basis.

Remove financial impediments to district reorganization

In developing programs for financial support of the schools, leaders should be clearly aware of the relationship which exists between school finance and the effective reorganization of local school districts. On the basis of this knowledge they should develop a program of state and local school support which will remove all finance factors that impede school district reorganization.

We can now list some results of reorganization. For example, the Research Division of the Illinois Education Association studied 116 reorganized community districts. Improved curricular offerings were found in 107 of the 116 districts. Higher levels of teacher preparation and pay, increased community participation, better instructional materials, more classes for exceptional children, and better housing, were also found in the new districts as compared to comparable areas which had not reorganized. Teachers agreed that better opportunities for rural children had resulted from reorganization.

Studies in Wisconsin, Michigan, Missouri, Iowa, and Illinois indicate the emerging district in the Midwest is a 12-grade community district. Studies under way in Nebraska, Michigan, Wisconsin, and Illinois are concerned with the implications of this pattern of district organization on the development of the intermediate unit of administration. An additional study under way seeks to isolate the factors conditioning district organization in a rapidly changing metropolitan area.

These studies involve universities, state department personnel, lay leaders, legislators, local and county superintendents of schools and board members. From them will come stimulation and guidance for the next steps in attaining adequate district organization in the Midwest.

sound finance policies

by JOHN GUY FOWLKES
and G. E. WATSON

ADMINISTRATIVE THEORY and philosophy emphasize the continuance, even the strengthening, of local responsibility for educational programs; yet the financing of education is no longer held to be the sole responsibility of the local community. Increases in state support of education in recent years have been both necessary and impressive. The trend toward more state support is apparent in practically every state.

How then can the apparent dilemma of more state money and strengthened local control be resolved? Does more state support necessarily mean increased state control and the lessening of local initiative, or can state support actually bolster local initiative and improve local educational planning?

In collaboration with the Midwest Administration Center, the School of Education of the University of Wisconsin and the Wisconsin Department of Public Instruction have undertaken an analysis of this problem in a study of Educational Finance Policy. This two-year study (1951-53) analyzed the relation of state support to local educational planning through a review of state support and state control in eleven midwest states and in a detailed analysis of state support and local educational planning in Wisconsin.

State support doesn't correlate with state control

The study revealed only one positive relationship between state support and state control. This has to do with the tax limits permitted for school purposes. In other words, where a larger percent of school revenue was received from the state, the amount which could be obtained locally appeared to be more severely restricted. On other items of control, no marked relationship was found in the midwest states.

Minnesota, second highest in percentage of total support derived from the state, had the fewest controls over curriculum and related areas. Nebraska, with the smallest proportion of state support and Michigan with the largest had the same number of controls. Wisconsin had

Dr. Fowlkes and Dr. Watson are Co-ordinators of the Midwest CPEA study on State Financial Support and Educational Planning in Local Communities. Dr. Fowlkes is Dean of the School of Education at the University of Wisconsin. Dr. Watson is superintendent of Public Instruction, Wisconsin State Department of Public Instruction.

the largest number of controls and was at the median in percentage of state support.

Since the evidence of a positive relationship between state support of education and state control was not conclusive, it was decided to make a detailed study of Wisconsin to determine whether any relationships existed between state support and local educational planning.

A detailed study was made of local educational planning in 60 of the 354 districts in Wisconsin operating a K-12 or 1-12 program.

In only a limited number of instances did there appear to be a relationship between local educational planning and the position of the district on any of the state support factor continuums. These may be briefly stated as follows:

1. The factor of size seemed to be related to several phases of planning.
 - a. Planning related to the curriculum was rarely an educational issue in the upper one-third of the school districts on a size-of-district continuum.
 - b. Smaller districts appeared to have issues in process for a longer period of time than larger districts. The greater length of time generally demanded for solving district reorganization issues, which were more prevalent in smaller districts than in larger ones, may account for much of this difference.
 - c. Planning relative to new buildings, and improvement of old ones, appeared to be concentrated in the hands of the superintendent and board members to a greater extent in the smaller districts.
 - d. Educational programs in larger districts received a greater number of Excellent ratings from State Department of Public Instruction supervisors than did the programs in smaller districts.
2. Effectiveness of planning, as measured by the number of Excellent ratings awarded by state supervisors, appeared to be related to certain other state support factors.
 - a. Wealthy districts had better educational programs, as indicated by the number of Excellent ratings given by state supervisors, than did the poorer districts.
 - b. Districts with the highest levy in dollars received more Excellent ratings by state supervisors than did districts at the center or bottom of the continuum.
 - c. Districts needing the lowest tax rates to support local school programs received a larger number of Excellent ratings than did districts with a higher necessary tax levy for operation and maintenance.

3. The results of planning appeared to be related to the amount of state support received by districts unable to support a satisfactory program on a reasonable local levy. These districts resolved their problems more rapidly.

In addition to findings on state support factors, several additional conclusions appeared justifiable:

1. Leaders in educational planning in local school districts are leaders in other phases of community life.
2. Community educational leaders are predominantly professional and semi-professional workers, proprietors, managers, officials, or wives of men so classified.
3. Problems related to school buildings occurred most frequently.
4. The second most pressing problem or issue was school district reorganization.
5. With the exception of the issue of school district reorganization, the superintendent and the board of education carried most of the responsibility for educational planning.
6. Only in matters pertaining to teachers' salaries did teachers participate actively in educational planning.
7. Most of the educational issues in the selected districts were finally solved.
8. Issues which were strongly contested generally were

resolved as frequently as those which were not strongly contested.

9. People active with respect to educational issues were generally active for educational reasons. The exception to this general finding was in relation to school district reorganization where other reasons, particularly those related to the economic well-being of the community, appeared to be important.
10. Although members of the Wisconsin State Department of Public Instruction frequently participated in planning concerning local educational issues, very seldom did the local people believe that the department had exercised control.
11. People generally expressed satisfaction with the school budget but had little interest in it.
12. Most of the citizens of the selected communities had an inadequate understanding of the school budget.
13. Local school administrators tended to give the educational programs better ratings than did the supervisors from the State Department of Public Instruction.
14. In many cases all persons interviewed in a local community were satisfied with the local educational program even though no phase of it received a single Excellent rating from the state supervisors.

midwest cpea

effective board functioning

by MAURICE E. STAPLEY
and HARLAN BEEM

THE DETERMINATION of educational policy by locally selected lay people is one of America's unique contributions to political thought. School boards perform state functions at the local level. They interpret community ideals to professional educators and interpret professional practice to the community.

The Midwest Center's School Board program is two-fold: careful research into school board functioning has been accompanied by a plan of bringing research results directly to leaders of state and national school board groups for their evaluation and action.

A study at the University of Chicago of the practices of 359 school boards in 13 states revealed that many

school boards use haphazard methods of selecting superintendents. A *Guide* on selecting superintendents was prepared and distributed to school boards where superintendent vacancies were known to exist. The reaction to the *Guide* of scores of school boards will assist in the revision of this document.

To obtain objective criteria of the effectiveness of school boards, a study was made at Indiana University using the "critical incident" technique. Superintendents and board members were asked to describe incidents in which the behavior of board members was so critical as to result in good or bad effects on the school program. From twelve midwestern states came 857 examples of effective and ineffective behavior.

An analysis of these incidents gave a description of the effective school board member in terms of behavior rather than the traditional list of traits. The resulting thirty descriptive statements were grouped into six major categories. These categories, or areas of capability, point to the skills and understandings needed for successful board membership:

1. **Board Unity:** Acceptance of the principle of board unity and subordination of self interests.
2. **Leadership:** Ability to initiate or to provide in-

Dr. Stapley is Assistant Dean of the School of Education, Indiana University. He was Coordinator of the Midwest CPEA Program on School Board Functions and Relationships. Mr. Beem is Assistant Director of the Midwest Administration Center, CPEA, University of Chicago.

- formed leadership in board planning and policy-making.
3. **Executive Function:** Ability to understand and willingness to respect the executive function of the professional administrator.
 4. **Staff and Group Relationships:** Skill in establishing and maintaining effective relationships with the staff and with community groups.
 5. **Personal Relationships:** Ability to carry on effective personal relationships with staff members and individuals within the community.
 6. **Courageous Action:** Willingness to take courageous action for the good of the schools in spite of outside pressures and influences.

Nearly one-half of the total incidents showing ineffective behavior fall in Area 1—Board Unity. This means, as the accompanying chart indicates, that the largest number of acts leading to harmful or ineffective results occur when board members allow personal interests to take precedence over the needs of the school.

Most harmful board acts concern personal interests

There were many reports of board members seeking special favors for their children, manipulating board affairs for the benefit of their own or other business firms, seeking employment for friends or relatives, or attempting to fulfill commitments of various kinds.

About one-fourth of the incidents resulting in undesirable outcomes fall in Area 3—Executive Function. The activities of board members often show that they do not understand or will not respect the executive function of the professional administrator.

The greatest number of incidents illustrating *effective* behavior are in Areas 2 and 4—Leadership, and Staff and Group Relationships. Reports indicated that board members were often effective in identifying and solving problems, in providing leadership in securing information needed for solving problems, and in initiating surveys to determine the need for changes or improvements.

Board members were reported as highly effective in explaining board policy and action to community groups, in working with teacher committees, in organizing lay groups for the consideration of school problems, and in tactfully influencing opposing factions to work together.

In Area 5—Personal Relationships—board members were described as failing because of the use of abusive or insulting tactics, and as succeeding by tactfully soothing disgruntled individuals. In Area 6—Courageous Action—they were pictured as unsuccessful because they lacked courage when faced with pressures, and successful because of their ability to withstand pressures.

There was, in general, a marked similarity in the area patterns of the incidents supplied by superintendents and by board members. This is one indication that the selection of incidents was not strongly biased by the positions of the respondents.

When actual situations are analyzed, superintendents and board members rate most highly the exercise of

initiative and informed leadership. The effective board member is a person who requires facts to support decisions and considers it a part of his job to secure facts. From his understanding of community attitudes and needs, he makes suggestions that are important in shaping policy. In order to interpret the school program, he is especially active in community affairs. As the need exists, he works with groups of teachers and other school personnel. He is, on the whole, a member of a board which shares the responsibility for educational planning rather than merely reviewing proposals presented by its executive officer.

From the characteristics of effective board membership, thirty-two criteria were evolved by which board effectiveness could be measured and related to a variety of demographic factors.

Only minor relationships were found between board member effectiveness and such commonly used criteria for board membership as age, sex and parenthood. Major relationships were found between effectiveness and occupation, with professional workers heading the list. The closest relationship was found with the amount of formal education a board member had, effectiveness increasing with the educational level.

Extending this study, it was found that appointed board members were slightly more effective than elected board members. Schools operating from written school board policies were more effective than those not having written policies. Board members who participated in educational meetings were more effective than those who did not.

Board members tend to improve in effectiveness rapidly until the sixth year of service. There appears little justification for the limitation on length of service found in many districts, inasmuch as effectiveness continues at a high level after six years of service.

Nominating machinery is inadequate

In general, it was found that partisan politics has been eliminated as a factor in the selection of candidates for the board of education. In many communities, however, no adequate nominating machinery has evolved to fill this void. Caucuses have been found to be successful in some communities. School boards, themselves, and even superintendents are often the decisive factors in locating desirable candidates for board membership.

A weakness revealed is the lack of a systematic program of orientation for new board members. Among successful devices are consultations with the superintendent; conferences with experienced board members; handbooks, codes, news letters, and minute books of the district; school board association handbooks; and regional meetings or workshops for board members.

Early studies at the Center, previously reported, show the high mobility of school superintendents in the Midwest, with the highest turnover in the smaller districts. A study at Omaha University analyzed administrative procedures in sixty school districts of Nebraska and

Iowa, having fewer than 500 pupils in grades 1 through 12.

Boards in such districts generally retained control in matters involving money and delegated to the superintendent virtually all control in matters pertaining to pupil activities. In the areas where responsibility was shared, harmony was found; but where major responsibility devolved largely on the board or superintendent, friction resulted.

Board associations use research findings

Since associations of school boards form an excellent medium for in-service training, research findings are shared regularly with leaders of such associations in the twelve Midwest states. In addition a program calculated to assist in developing such leaders was carried out.

As an example, one study described the general characteristics of boards of education in Indiana. Another catalogued the beliefs and attitudes of Indiana school board members. A third analyzed the methods of operation, services rendered and strengths of the school boards associations existing in 1952 in the Midwest. These three studies formed the basis for a workshop for Indiana school board members. The account of this workshop published by Indiana University as *The Story of a Workshop* then became a model for the use of the other associations in the area.

All midwestern states now have active state associa-

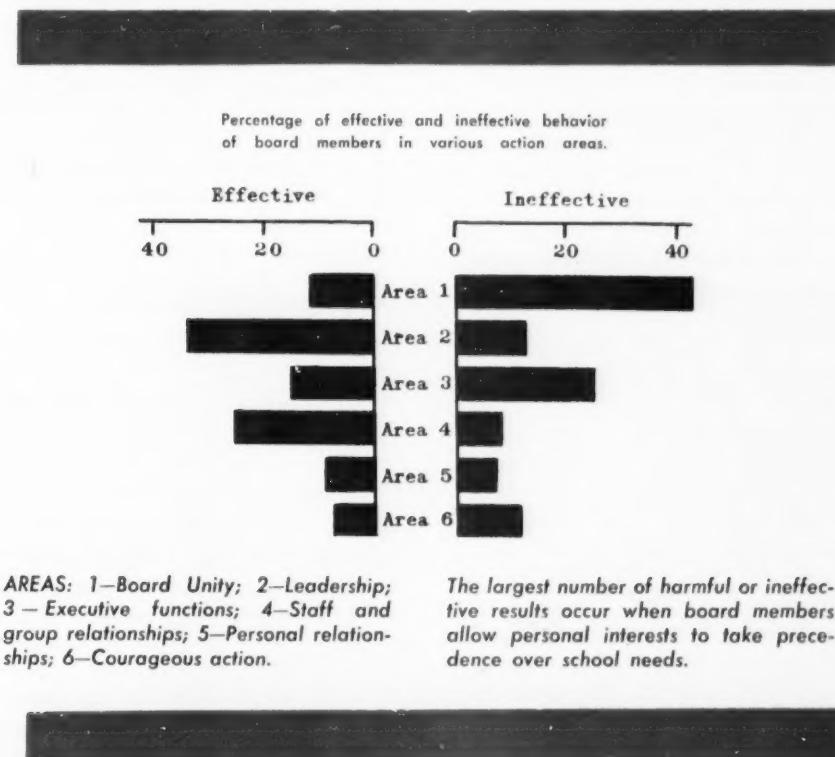
tions. All report some use of the *Guide* for employing school superintendents, all report workshops modeled after the Indiana effort, and all report growth based on the dissemination of the analysis of the services rendered by various state school board associations.

Several thousand school board members have actively participated in Center studies. Interest of these groups tends to remain high. Only two issues of the *Administrator's Notebook* could be devoted to school board functioning. Both of these issues had to be reprinted because of requests to purchase copies in quantities for distribution to board members.

Studies still under way promise to shed further light on administrative problems concerned with boards of education. We are not confined to educators or educational enterprises for insights. Americans use boards to govern banks, churches, fraternal organizations, hospitals, drainage districts, corporations and a variety of other enterprises. A study nearing completion draws together the experience, research and problems encountered from these fields.

Indiana develops orientation manual

Southern Illinois University is completing a two-year experiment in rendering intensive consultative service to local school boards. Indiana University is developing an orientation manual for the training of new board members using a problem solving technique applicable to most school board situations throughout the nation.



improved consultative services

by WILLIAM W. SAVAGE

DESPITE THE FACT that the work of the consultant is a recognized and important activity in many fields, very little is known about consultative service. The endeavor has been developing through a "trial and error" period and is only now reaching a stage wherein it is ready to use research in examining its past and planning its future.

Our knowledge regarding the role of consultative service in education is as meager as that possessed by other fields. We know too little about the advisory services for which we expend large sums of money and which exert great influence on public education.

Because of our lack of knowledge and because of the great need for effective consultative service in educational administration, the Midwest Administration Center has made the study of such service one of the major facets of its program. It has joined with administrators, state departments of education, colleges, and universities in seeking the answers to the following basic questions:

**What we need to know
about consultant service:**

1. Specifically, what is consultative service in educational administration? For example, if we define it as *advisory* assistance, can it be provided by persons and agencies which have *legal authority*?
2. What is the proper role of state departments of education, colleges, universities, and county superintendents in the provision of consultative service?
3. What specific consultative services do administrators need?
4. How well are administrators' needs for service being met?
5. What services are available to administrators about which they are ignorant or which they fail to utilize? Why does such a situation exist?
6. What must administrators and their staffs know about consultative service to use it effectively?
7. What must consultants know about consultative service in order to provide it effectively?
8. What are the causes, other than those implied by the

Mr. Savage is Assistant Director of the CPEA's Midwest Administration Center.

preceding questions, of effective and ineffective consultations?

In seeking answers to these questions, the Center has placed major emphasis on analyzing consultative service rendered to local schools by state departments of education and institutions of higher learning, because these agencies are two major sources of such services from outside the local systems. At the present time, it is expanding its studies to include also the services rendered by county superintendents. This means that the emphasis is on assistance provided by persons and agencies outside of the local school system.

**Consultant services
usually not coordinated**

Because so little factual data are available regarding consultative service, surveys have been necessary to determine what services exist, how they are offered, and the utilization of them.

During 1951, under the direction of Earl E. Mosier, faculty members of nine major colleges and universities in the Midwest were interviewed regarding the consultative services rendered by them to local schools.

A major general finding was that there is usually little or no coordination of such services within or among the institutions which provide assistance to schools. Furthermore, little or no formal coordination exists between these institutions and other agencies serving local systems.

During 1952 a study was completed which sought insight into the characteristics of the consultative services provided by the state departments of education in twelve Midwestern States. The findings in this study substantiated the finding of the survey made in the nine colleges and universities: little or no formal coordination exists between these two groups as they seek to serve local schools.

**Question of consultant—
consulted personalities**

More important, however, was the increased understanding of the characteristics of state department personnel and the services which they provide. We now have at least some knowledge of the experience and training of these staff members, the conditions under which they work, the activities emphasized by them, the principles of consultative work as they understand them and the extent to which they adhere to them, their understanding of problems faced by school administrators, their de-

scriptions of effective and ineffective work done by them, and their thinking with regard to evaluations of their work with local school systems.¹

Obviously, we cannot gain the real understanding that we need of consultative service unless we study it also from the standpoint of those who utilize it. Therefore, the state departments of education and administrators' organizations in nine Midwestern states have collaborated with the Center in a study designed to obtain from school administrators information on their need for, use of, and evaluation of consultative services.

Information has been obtained on the availability and use of consultative service in twenty-nine areas of school operation. The thinking of the administrators has been secured regarding the role of their respective state departments of education in the field of consultative service.

One need in consultative service has been an adequate explanation of why the same consultant giving assistance on the same problem in two different situations will be successful in one and will fail in the other. One explanation may lie in the theory of roles in human interaction.

Elmer F. Ferneau of the Center has been working with the state departments of education and selected administrators in four states to test this hypothesis. An effort has been made to determine whether or not the work of the consultant is generally considered ineffective by him and the administrator whom he has attempted to assist when the manner in which he works differs from the manner in which the administrator expects him to work. As a basis for this study, consultants have been identified tentatively as persons who function in one of three ways: (1) as experts, (2) as resource persons, or (3) as group process persons.

Through the use of an "interaction scale" prepared on the basis of these definitions and descriptions, it has been possible to locate different state department staff mem-

bers who function in each of the three ways. Likewise, it has been possible to locate different administrators who desire consultants of each of the three types.

Situations in which these consultants and administrators worked together are being analyzed to determine the relationship between their evaluations of the consultations involving them and the degree to which the approach of the consultant agreed with the expectations of the administrator. It is hoped that this analysis will provide some of the insight needed to explain why consultative service succeeds or fails. If it does, we can move forward in improving both the provision and utilization of service.

Booklet lists available consultant services

Attention is being given to making administrators aware of the consultative services available to them. In September, 1952, the Kansas Council for the Improvement of School Administration distributed to all Kansas administrators a twelve-page booklet outlining services available to them from certain colleges in the state and suggesting ways whereby they could improve their requests for, and use of, the consultative service from these and other sources.

Self-evaluation is not being neglected. Numerous state departments of education are reporting staff meetings and conferences devoted to taking a fresh look at their procedures and purposes in serving as consultants to administrators and teachers.

In turn, many administrators are reporting that they are using information provided by the Center and other sources as they and their staffs examine their past experience with consultative service and plan future improvements in it.

Consultative service represents a tremendous potential source of assistance in solving problems confronting education today. As we learn more about its effective use, and apply this knowledge, we can expect greater results from it than many have suspected were possible.

¹See the report of this study in the publication entitled *Educational Consultants and Their Work in Midwestern State Departments of Education*, available in many state departments and university libraries.

Senty, assistant superintendent of the Wisconsin Department of Public Instruction, describes his staff's use of the results of the Center's study of the consultative service rendered local schools by state departments of education. Listening are Leistikow, AASA developmental committee member, and Beem and Savage, assistant Center directors.



leadership for instruction

by KENNETH J. REHAGE

AMOST SIGNIFICANT aspect of the school administrator's job is the leadership he provides in improving the instructional program. The Midwest Administration Center is working with administrator and teacher groups in Ohio, Illinois, and Michigan on this task.

Two major problems are involved. One is that of acquiring a deepened understanding of the nature of the task of improving instruction. What are the basic questions to ask as one undertakes curriculum improvement?

A second major problem is that of developing deeper insights into the conditions under which such improvement is most likely to occur. Here the primary concern of the administrator is to understand the possible effectiveness of various ways of working with a faculty.

In each of three major projects now under way, the Midwest Center Staff and the cooperating groups are attacking systematically some aspect of one or both of these two major problems. In each case the studies have been planned jointly by the local group of administrators and the staff at the Center.

The cooperative approach is regarded as essential if the Center's efforts are to be meaningfully related to problems administrators face. Cooperative planning and carrying out of studies increase the likelihood that the findings and their implications will be useful—and used.

In cooperation with the Elementary Education Conference (principals and supervisors) of the Cincinnati Public Schools, the Center is undertaking a study of the respective responsibilities of principals and supervisors in the improvement of instruction.

In this study the improvement of instruction is viewed as including at least the following basic processes:

1. the determination of objectives,
2. the selection of appropriate learning experiences,
3. the organization of learning experiences, and
4. the evaluation of instruction.

Both principals and supervisors typically carry on many activities related to these basic processes. A variety of methods—individual conference, faculty meetings, small group meetings, and the like—are used to initiate such activities.

This study is attempting to answer questions like the following: To what extent do principals assume respon-

sibility for providing the leadership in these four areas? To what extent do supervisors assume such responsibility? To what extent do principals as a group agree as to the nature of their own responsibilities in the improvement of instruction? To what extent do supervisors as a group likewise agree on their own responsibilities? To what extent do principals as a group tend to perceive the responsibilities of supervisors in much the same manner as the supervisors themselves? How do supervisors view the responsibilities of principals? To what extent do teachers' perceptions of the supervisory process and the respective roles of principals and supervisors coincide with the views of the administrators? Is it possible for principals and supervisors, working together, to clarify and re-define their respective responsibilities so that the leadership these groups provide will be effective in improving instruction?

Eighteen supervisors, more than fifty principals, representatives of the central office staff, and approximately three hundred teachers in the Cincinnati schools are currently involved in this study. All have responded to a questionnaire, and extensive interviews have been carried on with principals and supervisors.

A second major study is being undertaken by the Center in cooperation with the Superintendents Study Club, an organization of school superintendents in the metropolitan area surrounding Chicago. It asks: is it possible to evaluate more systematically the effectiveness of in-service education programs to improve instruction?

Change thinking first: then curriculum

An assumption basic to this investigation is that curriculum change must be preceded by some change in the way teachers and administrators think about curriculum problems. One of the objectives of in-service education programs is to produce such changes in the persons in whose hands the real responsibility for improved instruction actually rests.

The Center staff and the cooperating schools are endeavoring to develop means of appraisal for in-service programs. At present teachers and administrators from some three dozen school systems are assisting by trying out a preliminary form of the first instrument to be developed.

This instrument attempts to measure the extent to which teachers tend to accept clearly formulated purposes for selected classroom activities, and, correspondingly, to reject purposes that are either not clearly formulated or unjustifiable in terms of currently accepted philosophies of education and psychologies of learning.

Dr. Rehage is Coordinator of the Midwest CPEA Program for Improvement of Instruction. He is also an Associate Professor of Education at the University of Chicago.

The first study described above looks at the problem in terms of activities performed by key administrative and supervisory personnel in a large school system. The second is aimed at the application of well-known practices in evaluation to in-service education programs.

The third study represents an effort to understand more completely the dynamics of the process of curriculum change. It is, in a sense, another approach to the problem of evaluation of in-service education.

Together with the Cooperative Action Research Committee of the Metropolitan Detroit Bureau of Cooperative School Studies, the Midwest Administration Center Staff is following very closely the development of a dozen action research projects in five school systems of varying size.

Answers are being sought to such questions as: How are successful curriculum projects initiated? How are goals set? What kinds of obstacles are encountered? How are these met and overcome? How is leadership identified and used? What roles are played by status leaders? How is support for a given project developed? How is the interest and enthusiasm of participants sustained, even in the face of slow progress and temporary setbacks? Do answers to questions like these vary for curriculum projects which are characterized as "most successful" or "least successful."

It is frequently observed that judgments about the relative success of a curriculum project depend as much upon matters related to the processes employed as upon the actual outcomes of the project. If this is in fact true it would seem to be important to know more than we now do about the bases for such judgments. It is not easy to get at this problem, for the criteria commonly employed are private and subjective. They presumably vary from person to person, and they are often not very explicit.

The major problem under investigation in this study, therefore, relates to the conditions under which the productivity of such curriculum projects may be maximized. Each of the groups involved is keeping extensive records of the development of its own project. The data will be supplemented at a later time by information obtained through interviews with individual participants.

Each of the projects described is in a stage where detailed findings cannot yet be reported. However, with respect to the general problem of acquiring a deepened understanding of the task of improving instruction, the following generalizations may be made:

1. Efforts to improve instruction tend to be directed more frequently toward problems involving the determination of objectives and the selection of appropriate learning experiences than toward problems relating to curriculum organization and evaluation. This may be because these latter two areas are least well understood. There seems to be a need for giving further attention to them in both pre-service and in-service education programs for administrators and teachers.
2. The task of defining a curriculum problem in terms that permit systematic study of it is an exceedingly

difficult one. Both teachers and administrators appear to want and to need considerable assistance in this regard.

3. Curriculum improvement projects of widely varying kinds are often going on simultaneously in a single school system. This is not undesirable, but it does create a problem of communication among the various groups, and of finding common elements which can give unity and coherence to the diverse activities. Much of the responsibility for dealing with these two problems rests with administrative personnel.
4. Teachers vary widely in the kinds of purposes they see as appropriate for selected classroom activities. Many of the purposes chosen by large numbers of teachers are, in the opinion of competent judges, either ambiguous and unclear, or are difficult to justify on philosophical or psychological grounds.

With respect to the second major aspect of the general problem, namely the development of insight into conditions under which curriculum improvement is most likely to occur, the following factors appear to be emerging:

1. As cooperative approaches to curriculum problems have become more common, the complexity of the task appears to be more generally recognized. Principals, supervisors, curriculum directors, and others who work directly with teachers in the improvement of instruction are genuinely and deeply concerned about finding ways of becoming more effective in their leadership roles.

Principals, superintendents disagree on their roles

2. Except in quite general terms, neither principals as a group nor supervisors as a group are in full agreement as to their own responsibilities for providing needed leadership in the improvement of instruction. There appears to be, also, considerable divergence between these groups in their views with respect to the roles of each. Which of these differences, if any, is of a critical nature has yet to be determined. The most important question, therefore, relates to whether or not the differences found do, in fact, seriously impair the effectiveness of the leadership given in efforts to improve instruction. If this is found to be the case there will be a clearly indicated need for further efforts to clarify and define the respective responsibilities of supervisors and principals in this area, as well as the ways in which these responsibilities are shared.
3. Teachers and administrators are generally concerned about the effectiveness of in-service education programs directed toward the improvement of instruction. They appear to be willing to make substantial investments of time and energy in evaluation procedures provided they have confidence in the objectivity and validity of the means of appraisal being used. They have considerably more of this confidence in appraisal methods which they have a hand in developing than in those which are developed externally.

informed, responsible citizens

by ROBERT E. SWEITZER

NO PHASE of educational administration is more important than that concerned with the processes through which the basic policy decisions for education are made community by community, and state by state.

The Midwest Center accordingly is devoting considerable attention to: 1. Discovering how a genuinely informed and constructively critical public opinion may be developed. 2. Revealing means through which citizens may be able to participate more effectively in educational planning. Because this facet of the Center's program was the last to be developed, only a few studies are nearing completion. In order to illustrate the ways in which projects develop and some of the findings which may be expected, this article will be confined largely to two related projects in the State of Michigan.

School administrators in Michigan were concerned with the lack of public understanding of educational aims, needs, and accomplishments. In August, 1951, Otto Haisley, President of the Michigan Association of School Administrators, sought the assistance of the Midwest Center in developing a conference program on improving educational interpretation.

This conversation between Director Chase and President Haisley led to a series of meetings involving representative Michigan newspaper editors, school administrators, and other leaders. In these meetings, the shortcomings of educational interpretation in Michigan and weaknesses in school-press relations were discussed and plans made for corrective measures.

Editors, administrators plan interpretation program

In January, 1952, on the basis of plans made by the small groups of press and educational leaders, approximately 100 editors of Michigan newspapers and 400 school administrators discussed the issues in a general conference and in smaller group meetings.

Out of these conferences grew plans for a comprehensive program of educational interpretation to develop an informed, critical, and responsible public for Michigan schools. To accomplish this purpose, it was agreed that studies should be made of the present state of public knowledge about education and of the adequacy of information concerning schools presented to the public through newspapers and other means.

The Michigan Education Communications Council was

Mr. Sweitzer is Executive Assistant at the CPEA's Midwest Administration Center, University of Chicago.

formed of representatives of the Michigan Press Association, the Michigan Association of School Administrators, and other leaders. The Council, in line with decisions reached in earlier discussions, prevailed upon Michigan State College to undertake, in collaboration with the Midwest Center, careful studies of newspaper content and of public opinion and information.

Other phases of the project included: preparation of handbooks and development of regional workshops and conferences to help school administrators and newspaper staffs to improve educational reporting; the development of improved programs of interpretation based on the findings of the content analyses and the community surveys; and subsequent studies to indicate the relative effectiveness of different types of interpretative programs and other media of communication.

Separate handbooks for newspaper and school staffs are nearing completion. A number of regional conferences have been held and others are scheduled for coming months. The initial content analysis has been completed. This revealed a rather startling, although not unexpected, picture, as indicated by the following facts:

Content analysis of 9 daily and 42 weekly papers for November and December, 1952, and January, February and March, 1953, revealed that there is a wide range in the amount of space devoted to school news by different papers. For example, in March, 1953, one daily newspaper averaged nearly 90 column inches of school news per issue, while another averaged less than 34 inches per issue.

The range among the weekly newspapers was even wider, with one averaging 168 inches per issue and another less than 8 inches per issue. In general, the papers tend to be consistent in the amount of school news rather than fluctuating widely in successive months.

Athletics consumed the lion's share of the space devoted to school news in both daily and weekly papers, followed by general student news, with curriculum and instruction receiving almost negligible attention. For example, in February, 1953, the 9 daily papers devoted a combined total of over 5,000 column inches to athletics and 1,200 inches to general student news, but only 14 inches to curriculum and instruction. The weekly papers for the same month devoted a total of nearly 3,500 column inches to athletics, over 2,500 to general student news, and only 23 inches to curriculum and teaching methods.

Carefully prepared interview schedules were used in making a pilot survey of one community. The questions asked were designed to reveal attitudes and knowledge on school facilities, programs, methods of teaching, administration, finances, and other aspects of education.

Preliminary results indicate that 17 percent of the

respondents were "very well satisfied" with their schools. Seventy-five percent were "satisfied," 7 percent were "not very satisfied," and one percent were "dissatisfied."

However, other responses to questions of opinion and fact show that a small percentage of the people interviewed were ignorant of, or irreconcilably opposed to, present practices in their schools for one reason or another. A larger minority of the people were in support of their schools in varying degrees and tried to ascertain the facts about them. Approximately half of the people interviewed were apathetic and were not interested in their schools. If there were no sharp issues involved, they stayed away from elections.

This pilot study, in connection with other studies conducted by the Midwest Center, gives at least some indication of the nature of the problem which many school administrators face in stimulating community interest in the schools, communicating facts about the schools, and in interpreting the schools and the community to each other. Findings of communication research indicate that it is doubtful if the people ignorant of, or strongly opposed to, the schools can be convinced or reached by facts or influenced by persuasion.

In addition, the large apathetic group, hard to reach with factual information because of indifference, can be reached by sensational or bizarre charges. Having no facts, they are not able to meet sudden radical and intemperate criticism of the schools.

In these findings we may have an explanation of a very common occurrence. Many communities have experienced overwhelming majorities on minor school issues with a light vote, only to have the major issue defeated in a vote of landslide proportions. Often the opposition has been the same fanatical, vocal group which has influenced the indifferent group when the crucial school issue arose.

Concentrate on apathetic, not hostile, groups

This hypothesis, if found to be true, would indicate that a program of educational interpretation should be focused on the apathetic group in order to add as many of them as possible to the favorably disposed group. This enlarged group could then be kept well informed and meaningfully involved in educational planning.

The spread in the number of citizens committees and a desire to evaluate the work of such groups led a group in the School of Education at the University of Michigan to suggest a project aimed at discovering factors which influence the effectiveness of operation of citizens committees. The Midwest Center was asked to collaborate in this undertaking.

The first stage of the study and action project is completed. Results indicate that in Michigan the typical citizens committee is composed of 20-29 members who are selected by the Board of Education or by community agencies at the request of the board. Most of the committees were started by the superintendent or the board and are temporary, disbanding after specific tasks are com-

pleted. They often are used as a means for gaining support for specific issues, or they act in an advisory capacity on specific policy matters designated by the board. Only a very small number of committees are completely autonomous.

In Michigan committees seem to have worked most often on school building problems, followed in order of frequency by school-community relationships, taxation and finance, and curriculum improvement.

The majority of superintendents stated that the committee served as an effective means of communication between the school and community. Over 60 percent of the superintendents reported that in their opinion the committee had accomplished, or is accomplishing, the purpose for which it was organized, while over one-fourth reported that the committee was "making satisfactory progress."

Work is now in progress on the second stage of the project which includes an intensive study of selected citizens committees. The external effects of the committee in the community will be studied by discovering public understanding of committee purposes and activities and shifts in public opinion concerning schools. In addition, examination will be made of certain procedures or dynamics within the selected committees, such as agreement on purposes and cooperativeness.

The third stage of the project will be a training phase in which the findings of the study will be thoroughly discussed in certain selected communities. The aim of the training program is to bring about changes in the effectiveness of these citizens committees and to use the training program thus developed to help other such committees carry out their functions in a more effective manner.

Other studies in communication and citizen participation are being conducted directly by the Midwest Center at the University of Chicago. The preliminary findings from one study now being completed by Mary P. Endres indicate the relationship between citizen participation and citizen understanding and attitudes. Data show that citizens who participate in school planning have a more friendly attitude toward the schools than non-participants. This is evidenced by their willingness to support bond issues, raise teachers' salaries, or make additions to the school program.

Review of data also reveals a direct relationship between the extent of participation and the amount and accuracy of facts parents have about their schools.

In some communities the citizens were very actively involved in school planning, but the participation was limited to a small number. When the whole population in the communities was sampled it was found that the influence of those who had been thus involved had permeated the entire community comparatively little. This evidence, if supported by complete analysis of findings, would indicate that wide participation rather than active participation by a small group tends to bring about greater understanding of the schools by the whole community.

SPOTLIGHT

news of the educational field

US Delegation Finds Charges Against UNESCO Groundless As UN Agency Continues War on Illiteracy, Poverty, Disease

Publication of *An Appraisal of the United Nations Educational, Scientific and Cultural Organization*, a report by the three United States delegates to last summer's UNESCO conference in Paris, should help to negate alleged charges against this international agency.

For, as Chairman Irving Salomon, retired Chicago industrialist, stated in submitting to Secretary of State John Foster Dulles the report President Eisenhower had asked his delegation to write, "this appraisal gives UNESCO a rather clean bill of health in answering the criticisms leveled against it."

Seven prevalent charges, the report reads, included the following: "UNESCO is under Communist control" or influence, it "advocates political world government and . . . seeks to undermine the loyalty of Americans toward their own" and that it "seeks to indoctrinate American school children with ideas and philosophies contrary to American ideals and traditions through influencing teachers and placing materials such as textbooks in the classrooms of America."

Writing last September on the Salomon report, Secretary Dulles declared that "The people of the United States do gain or can gain many valuable benefits from their participation in UNESCO."

"The advancement by UNESCO of human welfare through education, science and culture promotes international understanding which contributes to peace."

While this intergovernmental organization has had charges like the above leveled at it in the United States, it has also had to face open

Believing that illiteracy is part of a tragic circle of underproduction, malnutrition and disease, UNESCO and other UN agencies have set up fundamental training centers, where instructors are trained to teach the skills which help people solve their problems through their own efforts. The community — citizens and resources — becomes the center of all learning, as shown here in four typical examples:

. . . These women live in Mexican community receiving UNESCO aid. They learn sewing and knitting from teacher trained at famed Patzcuaro center, financed by UNESCO, Organization of American States, and government of Mexico . . .



. . . In Haiti's Marbial Valley, literacy campaign was started, spread rapidly. Utilizing children's schools already in operation, UNESCO contributed desks, blackboards, pencils; sent trained instructors to help local teachers . . .



. . . One of these engineers learned modern irrigation methods in Algeria under UN fellowship program. He is putting newly-acquired knowledge to use in major drainage, irrigation projects in his native Haiti . . .



. . . UNESCO receives frequent requests for audio-visual aids, valuable tools in illiterate areas. In Bombay, India, social worker leads audience in discussion of program just heard over radio. Other projects teach native artists to draw own filmstrips.



hostility from the Soviet Union, which never joined UNESCO, and the resignations of Poland, Czechoslovakia and Hungary who claimed it had fallen under American domination.

All these accusations, however, have not altered the progress made by UNESCO when specific nations have asked its help. Some of these projects, which have made great inroads upon abject poverty, illiteracy, poor health and related problems, are described at left.

Copies of the booklet may be obtained without charge from Division of Publications, Department of State, Washington 25, D. C.

Public Learns of School Building Needs As Press, TV Give Coverage to Topic

The subject of school construction has received much attention from press, radio and television recently, as building continues at an all-time high and the public grows more aware of construction needs.

NBC-TV Town Meeting—

A special town meeting on school buildings, presented on "The American Inventory" show, was telecast during February throughout the nation.

The meeting emphasized the use of school buildings, factors to consider in construction and the school's role in the local community.

Staff members of the National Citizens Commission for the Public Schools served as consultants to NBC in preparing the program.

Panel participants included Archibald D. Shaw, superintendent of schools, Scarsdale, N. Y.; Lawrence Perkins, architect, Perkins & Will, Chicago and White Plains, N. Y.; Donald V. Buttenheim, president of the school board, Central School District #2, Northern Westchester County, N. Y. and member, Board of Directors, New York State Citizens Commission for the Public Schools.

Also participating were Walter D. Cocking, editor, THE SCHOOL EXECUTIVE and NYSCCPS president, and Congressman Ralph W. Gwinn (Rep.—N. Y.). NBC announcer Henry Cassidy served as moderator.

Emphasis on Clinics, Informal Meetings To Highlight ASCD Convention March 7-12

Time and subject schedules of the ninth annual convention of the Association for Supervision and Curriculum Development have been designed to eliminate bottlenecks and unsatisfactory conference by-products which often characterize large meetings.

The agenda for this year's convention, March 7-12 in Los Angeles, has been based on evaluations from 240 questionnaires, personal interviews and tape recordings of the 1953 ASCD meeting, according to Executive Secretary George Denemark.

General sessions will be shorter, with clinics, informal gatherings, consultations and demonstration sessions receiving emphasis. Denemark

attributes this to evaluation findings that study-discussion groups form the heart of any meeting.

In line with this policy, two panel discussions have been scheduled as conference general session features. These will have key educators as speakers.

The conference theme, "Creating a Good Environment for Learning, is the title of the first panel, and of the 1954 ASCD yearbook.

The panel will include the following participants: Alice B. Keliher, professor of education, New York University; Roy E. Simpson, state superintendent of public instruction, Sacramento, Calif.; Alice Miel, ASCD president and professor of education, Teachers College, Columbia University, and Mr. Denemark.

"Choosing Learning Experiences of Children and Youth" is the topic of the second panel group. This will be moderated by William M. Alexander, professor of education, University of Miami, Fla.

Major speakers and their topics include Robert Murphy, assistant secretary of state for United Nations affairs and former United States ambassador to Japan, "International Understanding"; and Henry Steele Commager, professor of history, Columbia University, "The Social-Political Climate in Which the Schools Work."

The conference will also feature a manufacturers' exhibit.

sents a dramatic new arrangement of a plant's total facilities, and, further, makes it possible to use these new units in conjunction with existing schools."

The Junior High school plan, designed by Perkins & Will, facilitates the union of study and workshop, placing class and study rooms near shops and work areas.

Each plan, *Life* declares, "repre-

March, 1954

SPOTLIGHT

KYS-ITE
molded plastic
trays have up
to 5 times the
strength of
ordinary plastics



Practically indestructible and quiet, these lightweight, easy-to-handle trays are used by more and more of the country's leading schools and colleges. Kys-ite trays won't shatter; they're tough to chip or damage with even the roughest handling. Their smooth, hard finish is mar and scratch-resistant... and so easy to clean! Can be sterilized indefinitely without dimming their lustrous red or brown colors or warping. Available in 10 sizes.

BY THE MAKER OF
KYS-ITE MOLDED PLASTIC TABLEWARE



Keyes Fibre Sales Corporation, Dept. SF
 420 Lexington Ave., New York 17, N. Y.
 Please send me further information on
 Kys-ite Tableware Kys-ite Trays
 NAME..... TITLE.....
 NAME OF SCHOOL.....
 ADDRESS.....
 CITY..... ZONE..... STATE.....
 MY WHOLESALER IS.....

1954 Action Unlikely on New UMT Plan: Issue Too Controversial for Election Year

The report of the National Security Training Commission, released at the end of 1953, has created little or no stir in Washington, and it is predicted that the two-faceted system it proposes of universal military training will not get through Congress in 1954.

Twentieth Century Minutemen, as the report is titled, recommends that all boys reaching the age of 18 register with local selective service boards. They would then be considered part of the national security training pool, and would draw lots to decide whether their service be security training or active service.

The boy drawing national security training would receive six months' training at camps near his home. He would receive \$30 per month in pay.

After this time, he would enter the ready reserve for a seven-and-one-half year period. Should it become necessary, he could be called to active duty.

And active service?

So much for young men drawing national security training. What does the commission report provide for the boy drawing active service?

He would not be inducted until he reached 19 or 20. After two years of active service, he would enter the stand-by reserve (as distinguished from the ready reserve, to which those under security training are assigned) for a six-year period.

He would not be recalled to active duty until the resources of the ready reserve were exhausted.

Leading members of the National Security Training Commission are Major-General Julius Ochs Adler, vice-president and general manager of the *New York Times*, and Warren H. Atherton, former national commander, the American Legion.

The conclusions in *Twentieth Century Minutemen* were based on the technological and security changes since the earlier days of the nation.

"A plane can fly from Europe to America and back in less time than it took our ancestors to take a long day's journey on horseback."

Eighty years ago the frontier was the woods at the edge of the clearing. Today it is the air above us and the seas around us. The danger is the same; only the weapons have changed."

The report also cited the danger of localized Communist actions which "at any time can erupt into large scale fighting."

"One of the factors which will deter the Soviet Union from launching a war is the military strength of the free. A nation's military strength is measured by the amount and quality of materiel and men it has ready for defense. Of the two, men are the most important."

Other reasons cited by the commission for its recommendations are inequities in the present system, putting veterans of active service in "double jeopardy" in emergencies, and eliminating many from service under the present physical and mental standards who could perform inactive duties.

What are the prospects for administrative or Congressional action on *Twentieth Century Minutemen*? Not very good.

It appears that neither the White House or Capitol Hill wants to touch such a controversial issue during an election year.

"Not in the cards"

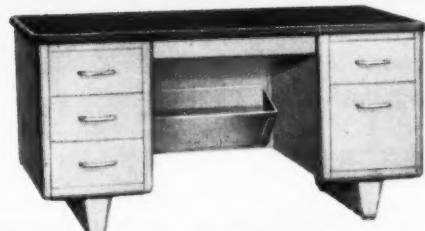
Chairman Dewey Short (Rep.-Mo.) of the House Armed Service Committee has declared, "It's not in the cards for 1954," waving the report away.

How does American youth feel about universal military training?

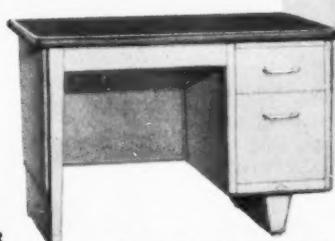
The Institute of Student Opinion,

SMARTLY-STYLED SCHOOL FURNITURE...

RUGGEDLY-BUILT SCHOOL LOCKERS!



NO. 6629 PRINCIPAL'S DESK

SINGLE-TIER
LOCKERS

NO. 6647 TEACHER'S DESK

DOUBLE-TIER
LOCKERSNO. 810
UTILITY CHAIR

NO. 6276 LIBRARY TABLE

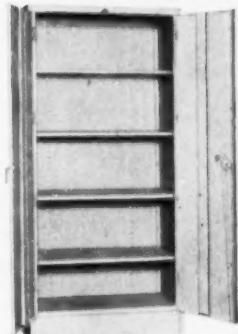
BOX AND MULTIPLE
TIER LOCKERS

NO. 5401 FILE

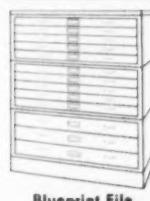
ASE FILES ARE
AVAILABLE IN
3 COMPLETE
PRICE RANGES



NO. 830 EXECUTIVE'S CHAIR

NO. 3487
STORAGE CABINET

WRITE US TODAY FOR
FURTHER INFORMATION.

NO. 1023
Secretary's ChairNO. 540
Drafting Chair

Blueprint File



No. 5201 File

No. 3489
Wardrobe

ALL-STEEL EQUIPMENT INC.

*Aurora,
Illinois*

SPOTLIGHT

**IN THE NEW "C" MODEL
ELECTRIC-AIRE
Hand Dryer**

*New Aerodynamic Engineering
and Modern Styling!*

*New Built-in Electric-Lighted
Instructions for Drying!*

New 360° Revolving Air Baffle

New Permanent Type Air Filter!

New Touch Action Starter Bar!

Plus 7 OTHER NEW FEATURES

Making Electric-Aire the fastest, drying, most economical and dependable dryer ever made—all at a new low cost!

Available for Both
Surface or Recessed Mounting

The "C" Model Electric-Aire Hand Dryer is a product of more than 33 years of continuous practical experience and research in the design and development of electric-drying units.

You are entitled to ALL the facts!
Write Direct to Dept. K

Electric Aire ENGINEERING CORP.
209 W. JACKSON BLVD., CHICAGO 6, ILL.
ELECTRIC AIRE Co. of CANADA
669 TALBOT STREET ST. THOMAS, ONTARIO

sponsored by *Scholastic Magazines*, is currently conducting a poll to determine student feeling on the commission's proposal.

The questionnaire, which appeared in the January 13 issue of *Senior Scholastic*, begins with a query about the general principle of compulsory military training, and goes on to ask a series of questions about the commission plan.

Results of the poll should be ready within the next few months, according to *Scholastic* Editor-in-Chief Kenneth M. Gould.

A poll taken in 1948 by *Scholastic* revealed that of 41,174 boys questioned, 65.08 percent favored universal training for all boys between the ages of 16 and 21. 27.09 percent voted no, while 7.83 percent had no opinion.

Of 43,358 girls answering in 1948, 62.36 percent favored UMT, 26.94 percent were opposed, and 10.70 percent had no opinion.

As AASA Meets . . .

ATLANTIC CITY, N. J., Feb. 12—As THE SCHOOL EXECUTIVE goes to press for March, superintendents from all parts of the nation are assembling here for the annual meeting of the American Association of School Administrators, convening tomorrow through Thursday, February 13.

An illustrated, on-the-spot report of key convention events will appear in April's *Spotlight* section.

**Carmichael, King Elected
In AASA's Mail Ballot**

Omer Carmichael, superintendent of schools, Louisville, has been elected vice-president of the American Association of School Administrators in a nation-wide mail ballot of 9,000 AASA members, it was announced recently.

Mr. Carmichael will serve in this position for one year, beginning

*You'll like
DOING BUSINESS WITH
AMERICAN*

Since 1911 the finest Park, Playground and Swimming Pool Equipment built, unsurpassed in strength, durability and safety, and backed by lifetime guarantee against defective materials and construction . . . low, nationally advertised prices which today average but little above pre-war 1941 . . . highly personalized service on both your problems and orders . . . prompt, friendly adjustments to your complete satisfaction . . . these are just a few of many reasons we believe you'll enjoy doing business with AMERICAN.



**American Approved
Heavy Duty
Streamlined
Park Bench**



**American Approved
Steel Bicycle Rack**



An American DeLuxe Combination Unit



Official Regulation One-Meter Unit

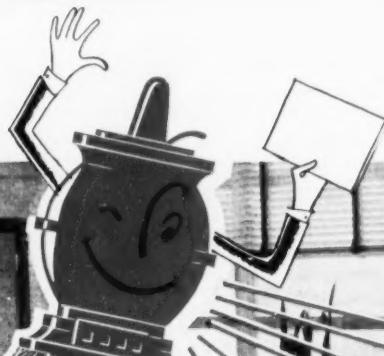
★ WRITE FOR LITERATURE



AMERICA'S "GREATEST"

HOT STOVE LEAGUE!

**SMALL HUMAN STOVES
MAKE WINTER COOLING
AS IMPORTANT AS
CLASSROOM HEATING**



Children aren't equipped with thermostats. Every one is a little stove radiating more than 200 Btu's an hour. It is this and other uncontrolled heat from lights and solar effect that cause classroom overheating—make winter cooling a must for comfort.

The overheated child is today's most underrated school heating problem. "Token" cooling is not enough. Herman Nelson recognizes it as a prime function of the unit ventilator—provides for adequate, economical cooling in the Draft|Stop System.

That's why the Draft|Stop Unit Ventilator has been designed with the *capacity for cooling*. In addition to its heating and ventilating functions, Draft|Stop is capable of introducing outdoor air in sufficient quantity to truly cool the classroom without subjecting children to the danger of drafts.

For further information, see our catalog in Sweet's Architectural File, or write Herman Nelson Unit Ventilator Products, American Air Filter Company, Inc., Louisville 8, Kentucky.



Southwest LaGrange Elementary School, LaGrange, Georgia; Superintendent of Schools: Mr. Bela Lancaster; Architect: Poundstone, Ayers & Godwin; Consulting Engineer: Bracewell & Associates; Mechanical Contractor: Z. N. Harrell.

Provides
COOLING, HEATING,
VENTILATION, ODOR CONTROL,
DRAFT ELIMINATION
All at minimum cost

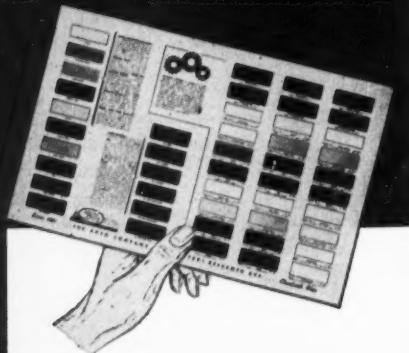


herman nelson
UNIT VENTILATOR PRODUCTS

American Air Filter Company, Inc.
SYSTEM OF
CLASSROOM HEATING, VENTILATING AND COOLING

BEFORE YOU PAINT..

ARCO PROTECTION



Read the New ARCO PAINT GUIDE

**Complete story on
"top-to-bottom"
protection for
your school!**

Contains:

46 COLOR CHIPS . . . including OPTONIC Colors scientifically blended to complement natural and artificial light . . . give maximum eye comfort.

28 PROTECTIVE COATINGS for every conceivable school maintenance use . . . interior or exterior.

**Get "Researched" Protection
with ARCO PAINTS**

**MAIL THIS
COUPON
TODAY!**

THE ARCO CO., School Maintenance Dept.
7301 Bessemer Avenue, Cleveland 27, Ohio
Gentlemen: Please send me a free copy of the ARCO
PAINT GUIDE.

Name..... Title.....
School.....
Address.....
City..... Zone..... State.....

TESTED FIRST TO LAST

THE ARCO COMPANY • 7301 BESSEMER AVE • CLEVELAND 27, OHIO

SPOTLIGHT

March 15.

AASA members elected Starr M. King, superintendent of schools, Beverly, Mass., to the organization's executive committee for a four-year term of office.

As announced in *Spotlight* last month, Henry I. Willett, superintendent of schools, Richmond, is the new AASA president-elect, who will serve in this post for one year, beginning a one-year term as president on March 15, 1955.

News Notes . . .

Evaluations and critiques have appeared recently concerning *Educational Wastelands*, by Arthur Bestor, professor of history at the University of Illinois. THE SCHOOL EXECUTIVE review of this book appears on page 146. . . Two magazines, *Educational Theory* and *Progressive Education*, carried these critiques in their January issues. *Educational Theory*, published by the John Dewey Society, in cooperation with the College of Education at the University of Illinois, ran an article by William Clark Trow, professor of educational psychology at the University of Michigan. In *Academic Utopia? An Evaluation of "Educational Wastelands,"* Prof. Trow calls the Bestor book "a badly distorted picture of American education today," recommending "at best dubious correctives." He particularly objects to what he calls the Bestor plan "to teach the traditional school subjects (or disciplines) as such, directly and separately, and very little else, from the first grade through the graduate school with a view to training pupils to think". . . Other critiques of Prof. Bestor's book are *Mr. Bestor in the Land of the Philistines*, by R. Will Burnett, which appeared in *Progressive Education*; and *A Scholar's Documentation* by Harold C. Hand. Both authors are professors of education at the University of

For High Fidelity

Phonographs or Intermatched Units YOU CAN'T BEAT RCA

RCA VICTOR

High Fidelity "VICTROLA" Phonographs



Table Model
3H55



Console Model
3H56



EDUCATIONAL SERVICES

RCA VICTOR



DIVISION OF RADIO CORPORATION OF AMERICA, CAMDEN, N. J.

March, 1954

RCA

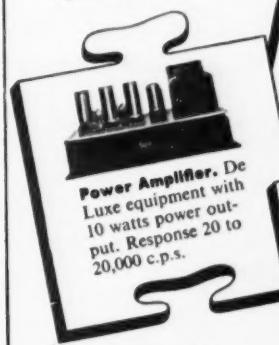
Intermatched High-Fidelity Equipment

From record changer to precision-built acoustical cabinet, RCA Victor High Fidelity "Victrola" Phonographs are engineered to reproduce the "highs" and "lows" of recorded music with realism and tone that is astonishing.

In these complete-in-one-cabinet instruments the automatic 3-speed record changer . . . specially designed amplifier . . . new "Olson-design" wide range Curvilinear speaker . . . acoustical chamber—are all engineered to work together as a complete system. The result is a new standard of perfection in high-fidelity realism in phonograph reproduction.



Record Changer. De Luxe, three-speed, automatic. Heavy-duty motor assures constant speed.



Power Amplifier. De Luxe equipment with 10 watts power output. Response 20 to 20,000 c.p.s.

MAIL COUPON FOR
COMPLETE INFORMATION



Duo-Cone. 15-inch, "Olson" Speaker. Acoustical domes in speaker cone, an exclusive innovation, provide an unusually smooth response and utterly "clean" sound.

RCA EDUCATIONAL DIVISION, Dept. C109,
Radio Corporation of America, Camden, N. J.

Mail me descriptive information on RCA Victor High Fidelity

"Victrola" Phonographs Intermatched Hi-Fi Equipment

Name _____ (Print) _____

Address _____

City _____ Zone _____ State _____

First IN FUNCTIONAL DESIGN!

SE-378

Educators
New

Conference teaching desk ...with full conference design!



The most practical teacher's desk ever designed, with inset construction on three sides for conference work, plus these additional new features:

- **FORMICA TOP!** Eliminates unsightly flower-vase "rings" and other surface mars.
- **DENSIFIED KNEE POST!** Protects against dents and damage from chair.
- **FILE DRAWER EQUIPPED WITH NYLON ROLLERS!** Provides smooth, easy operation . . . even when filled to capacity.

Educators
FURNITURE & SUPPLY CO., INC.

5912 R ST., SACRAMENTO 17, CALIFORNIA, HILLCREST 7-5715



WRITE TODAY FOR FREE DESCRIPTIVE LITERATURE

SE-379

Clean Sweeper! Low-Cost HILD Vacuum Does Scores of Clean-up Jobs



No cloud of dust, no sweeping compound needed when you sweep floors "with air." Powerful suction cleans the cracks as well as the surface. The broad 17½ inch sweeping tool covers ground quickly. Numerous other attachments equip the HILD Model 215 Vacuum to remove dust from walls, ceilings, venetian blinds, desks, ducts, pipes, shelving, machinery, etc.

The ease with which this vacuum handles is a constant delight. It tracks perfectly...follows the operator at the slightest tug on the hose. Swivelled attachments reach easily under obstructions. Advanced design smothers much of the vacuum noise. Write for free circular and low prices.

HILD FLOOR MACHINE CO.

740 W. Washington Blvd.,
Dept. SE-3 Chicago 6, Ill.

Factory Branches:
250 E. 43rd St., New York 17, N.Y.
4271 W. Third St., Los Angeles 5, Cal.

Inquire also about the HILD Model "K" Floor Machine

Perfect team-mate for
Model 215 Vacuum. Scrubs,
waxes, polishes, buffs,
sands, steel-wools
floors of all
kinds. Safety
switch in
handle. Powerful,
light-weight,
low-cost



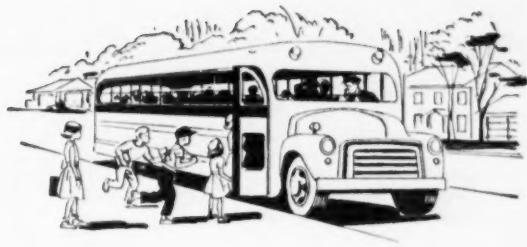
SPOTLIGHT

Illinois. Prof. Burnett calls *Educational Wastelands* "a polemic built upon an unexamined assumption and supported by evidence so oblique and partial as to be both disingenuous and preposterous." It does add, however, that "Mr. Bestor is at his best when he writes on aims and purposes." . . . *A Scholar's Documentation* points up what Prof. Hand considers "distortions" and misrepresentations of facts.

The relationship of scientists and their work to social problems is the subject of a series of programs at Rensselaer Polytechnic Institute, Troy, N. Y. Sponsored by the Mohawk Association of Scientists and Engineers, the series is attended by over 100 secondary and preparatory school science teachers from nearby communities.

The needs of gifted children are more readily provided for in private, as against public schools today, feels Harold W. Dodds, president, Princeton University. Writing in the January issue of *The American Magazine*, Dr. Dodds reports "a growing unrest with the watered-down quality of basic learning which our youngsters are getting . . . With all they have to their credit, our public high schools are not good enough . . . I would seriously consider sending a son to a private secondary school if he were gifted" . . . He cites the case of some recent high school graduates who "could not use the dictionary because they didn't know the order of the letters in the alphabet." Dr. Dodds does, however, give credit to our public schools as having "done more than any other agency to weld us into one people, to make Americans of us all." But, he adds, "They can and should be better; more effective in strengthening and educating the muscles of the mind for leadership toward a stronger and wiser democracy . . . For education is not just learning a skill or picking up infor-

Here's why MORE AND MORE SCHOOL SYSTEMS ARE SPECIFYING AIR BRAKES FOR SCHOOL BUSES



The greatest assurance of safety in school bus operation is a powerful and dependable braking system to meet any emergency. *Air Brakes* deliver more power, faster and surer than any other brakes available. That's why an ever increasing number of the nation's school executives are insisting that all bids for new school buses specify *Air Brakes*!

Safer operation :

Proven performance :

Over the years in commercial bus and truck operation, *Air Brakes* have proved to be the safest, most dependable power-to-stop under every operating condition. In fact, they have rolled up such an overwhelming degree of superiority over all other types of brakes that today virtually every transit bus in the U.S. is *Air Brake* equipped!

Lower cost of maintenance :

Fleet records show that the smooth, cushioned braking power of *AIR* pays off with longer life and less downtime with fewer repairs. This adds up to substantial savings on maintenance—a vital fact in school bus operation!

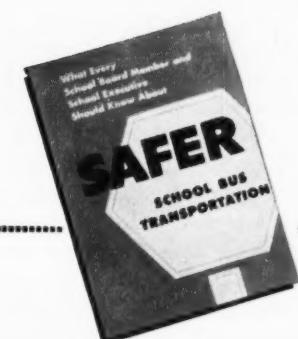
THE BEST BRAKE IS AIR... THE BEST AIR BRAKE IS

Bendix-Westinghouse

BENDIX-WESTINGHOUSE AUTOMOTIVE AIR BRAKE COMPANY

General Offices & Factory—Elyria, Ohio

Branches—Berkeley, California and Oklahoma City, Oklahoma



SEND for this FREE INFORMATIVE
Booklet for the complete story of how *Air Brakes*
can improve your school bus operation.



Research PROVES TOLCO Superior!



FOUR STUDENT
MODEL TM-12

Years of research and development make the Tolco line of Industrial Arts Equipment the finest on the market today. Research has proven that the Tolco method of using $\frac{3}{4}$ " northern hard maple laminations for the construction of Tolco Tops furnishes a 100% glue bond over the entire glue area. Wider laminations may have far less glue bond. For the very finest Industrial Arts Equipment look first to Tolco. It is built to do a tough job and not merely to meet a price.

Write for our new 1954
Catalogue in color.

THE TOLERTON COMPANY

Established 1894

264 N. Freedom Ave.
Alliance, Ohio

TOLCO
THE TOLERTON COMPANY
Alliance, Ohio

SPOTLIGHT

mation. It is acquiring judgment and learning how to evaluate as a mature person."

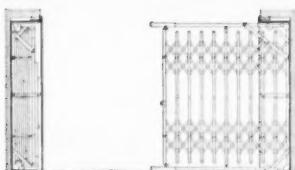
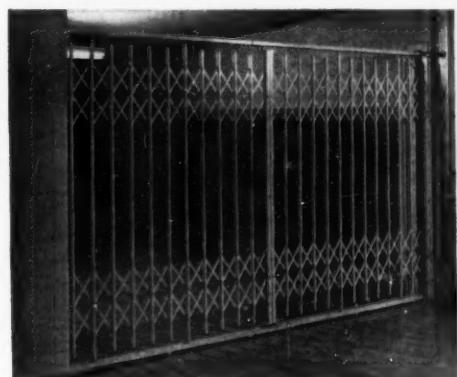
Methodists should "consider all possible legal ways of increasing the religious orientation of public school teaching," urges the *Yearbook* of the board of education of the Methodist Church, in its minutes of an April, 1953, meeting. . . . Further, the board would like church members to "express their conviction in the local community and to local school boards that no education is sound education which does not include as an integral part of the educational process the recognition of the reality of God: the source of truth, righteousness and love." Specifically, the board recommended that it

- ". . . help, through leadership schools, special publications, magazine articles, and so on, public school teachers belonging to the Methodist Church, suggesting specific ways in which they can, under the law, create favorable climate within their classrooms for religious responses on the part of their pupils.
- "Cooperate in setting up near public school buildings a nation-wide system of interdenominational schools of religion in which competent teachers will teach religion to public school pupils within the school day."

One-tenth of America's secondary school students attend parochial schools, reports *Life Magazine* in its January 14 issue. Denominational schools have doubled their enrollments since 1941 to the present enrollment of 750,000, the article reads. Of this total number, 600,000 attend Catholic high schools, outnumbering all other religious groups 4 to 1. . . Protestant Episcopal schools are second in number with over 11,000. Others in order are Seventh-Day Adventists, 10,400; Lutherans, 6,600; Reformed, 4,500;

Day and Night, More Schools Rely On

Acorn folding gates



Illustrated above! Acorn "in-a-wall" folding gate unit. Diagram shows half of unit compactly folded into wall cabinet.

PROTECT school property and equipment from casual damage or acts of vandalism after school hours.

INSURE quick, easy control of after hours groups using gymnasium, auditorium or class rooms.

SCHOOLS WORK OVERTIME TOO! More and more communities are now enjoying the facilities that schools offer for class instruction, sports events, lectures and public meetings. All after scheduled school hours! During such times, Acorn "in-a-wall" Folding Gates act as a school guardian. Quiet, impersonal, architecturally correct, they keep the evening crowds neatly channeled into the auditorium or gymnasium, and away from unused classrooms. The evening over—the gates are folded into small flush cabinets. No fuss, no bother, just complete, dignified security. Ideal for new or old school, there is a gate to meet any requirement. Full specifications available in Sweet's Architectural File, or simply write for the new Acorn catalog today.

Acorn Wire and Iron Works

5912 South Lowe Avenue, Chicago 21, Illinois

POWERS ~~NEW~~ Unit Ventilator Control System

and now,
POWERS
offers another
advance in
UNIT VENTILATOR
TEMPERATURE
CONTROL

Gives More Accurate
Control with LESS
Maintenance

POWERS ROOM THERMOSTATS

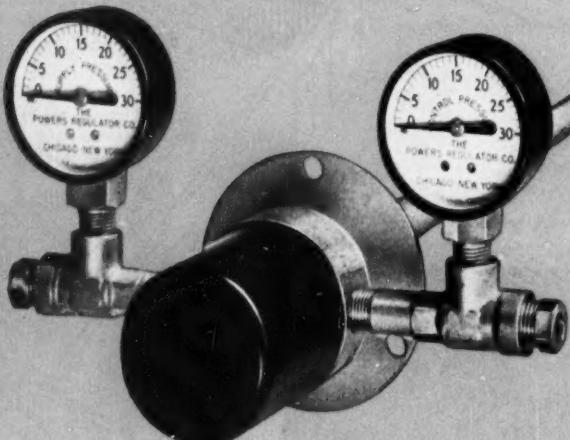
are truly gradual-acting and give smooth control of valves and dampers. Day-Nite Thermostats with automatic change-over are available when required.

It's New!

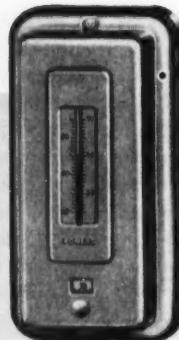
LIMITEM

LOW-LIMIT AIRSTREAM THERMOSTAT

Compressed Air Operated

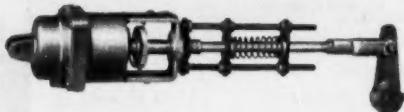


A Precision Instrument engineered to provide control
for Unit Ventilator discharge temperatures —
a critical requirement for class-
room comfort.



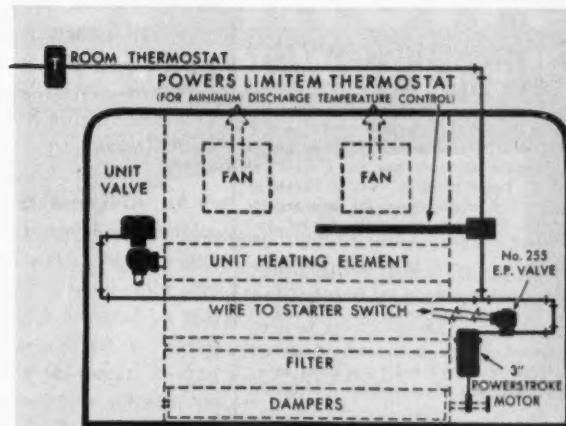
POWERSTROKE DAMPER OPERATOR

with hesitation spring gives smooth gradual
operation of unit ventilator dampers.

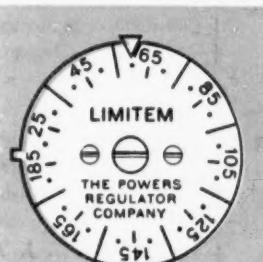


Eliminates OVER-heated Classrooms...

... INSURES UTMOST COMFORT AND FUEL ECONOMY



POWERS Temperature Control for Unit Ventilators



LIMITEM Has a calibrated temperature adjustment dial with range of 20 to 185° F.

... with its simple, direct control gives close regulation without using complicated auxiliary devices. Thermostats, packless valve and damper operator are all engineered to give many years of reliable, trouble free service.

New **LIMITEM Thermostat** is the most accurate instrument made for low-limit control of unit ventilators. It incorporates such sound engineering principles as: Sturdy construction, Accurate Response, Ingenious non-bleed double air valve to insure stable control with low hysteresis and Adjustable Sensitivity to give precise throttling range.

POWERS PACKLESS Control Valves are now standard for unit ventilators and convectors. You get a really modern temperature control system when you use POWERS.

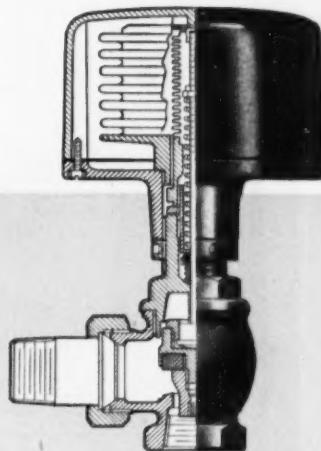
Contact your nearest Powers Office for engineering data and ask to see the new LIMITEM low-limit thermostat.



No More Steam or Water Leakage



No More Packing Maintenance



POWERS Valves Are Carefully Sized for Each Unit.

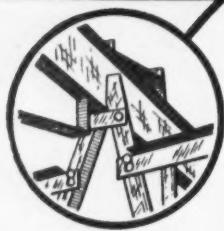


THE POWERS REGULATOR CO.

Skokie, Ill. • Over Sixty Years of Automatic Temperature control

Offices in over 50 Cities in U.S.A., Canada and Mexico • See Your Phone Book

(b60)



Shows how patented steel horse fits into and firmly grips steel stringer.



IRON WORKERS



ONLY HUSSEY SEATING HAS IT!

Note how the jaws of the solid steel legs grip the steel stringer and make a positive, immovable connection of steel—how the greater the weight, the firmer the grip. Yet by release of the toggle bar at the base, the legs are released and fold into an easily carried and easily stored members.

Hussey Stands are available in two styles—Portable Bleachers (Model 6), Portable Grandstands (Model 8), and come in 6, 10 and 15 tier 12 foot in stock sections that can be added to as desired. They can be used indoors and out and can be erected and taken down easier and faster than any other stands on the market.

FREE catalogs and complete information on request. Write Today.

SINCE 1835

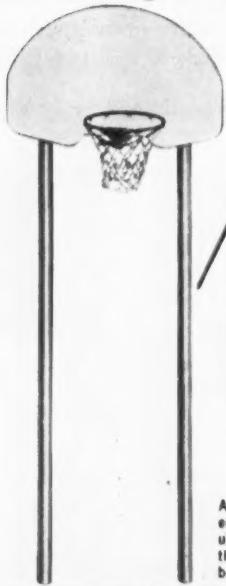
HUSSEY MFG. CO., INC.

540 Railroad Avenue

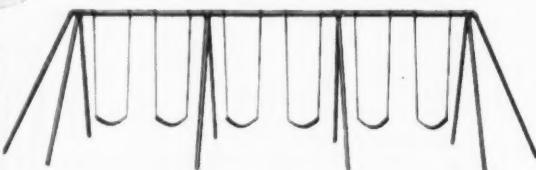
No. Berwick, Maine

Also mfrs. of: Diving Boards, Floats, Piers, Water Sports Equip., Flag Poles, Fire Escapes and Misc. Iron

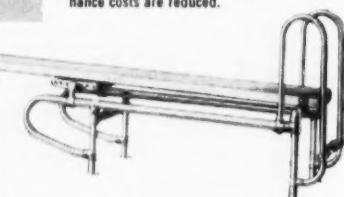
For Long-Life Equipment...Buy RECREATION



A complete line of pool equipment including regulation diving outfits, like the popular one-meter board at right.



Six Seat Swing Set with safe, belt type seats. Also smaller swing sets, slides, trapezes, seesaws, merry-go-rounds, strides. This equipment takes hard wear. Playground maintenance costs are reduced.



RECREATION EQUIPMENT CORP.

Dept. SE3, 724 W. 8th St.

Anderson, Indiana

Please send me your FREE Catalog

Name _____

Address _____

City _____

State _____

THE RECREATION LINE

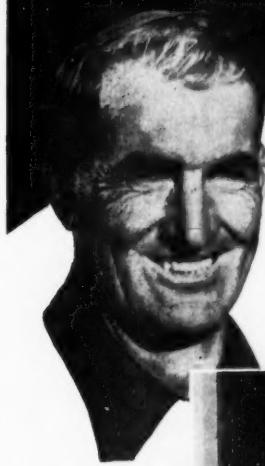
SPOTLIGHT

Baptists, 4,200 and Methodists and Presbyterians, 4,000 each. Other groups operating high schools are Jews, Quakers, Mennonites, Moravians, Unitarians and Universalists. . . See page 86 of this issue for a two-part discussion of "The Function of the Public Schools in Dealing With Religion."

An Alabama textbook law is creating problems for publishers of public school textbooks trying to comply with it. . . The law requires that no book be approved for use in public or trade schools, or institutions of higher learning, "which does not contain a statement by the publisher or author thereof indicating clearly and with particularity that the author. . . is or is not a known advocate of communism or Marxist socialism, . . . a member or ex-member of the Communist party, or of a Communist-front organization (as designated by the United States Congress, or any committee thereof, or the Attorney General of the United States)". . . Publishers are "doing their best" to comply with the 1953 law, reports W. J. Terry, state education superintendent, although they are having "serious difficulty" in doing so. The problem lies with securing lists of membership from alleged subversive organizations, and thus the difficulty in ascertaining the political beliefs of authors. . . The Alabama law probably arose from a 1951 controversy over the adoption of *The Challenge of Democracy*, a twelfth grade civics book. A group from Birmingham objected to the book on the ground that it contained anti-American propaganda. The text was adopted only after deletion by the publisher of an entire chapter on racial minorities, with 59 other changes.

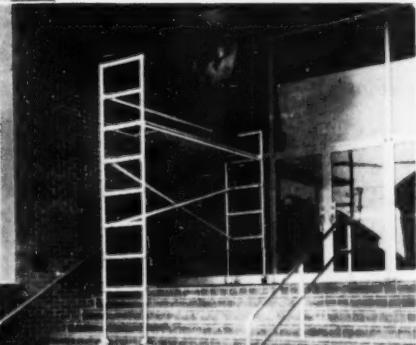
While deplored the use of the Fifth Amendment by members of college staffs before Congressional investigating committees, a resolution by faculty members at New York's City College has recognized its use as "a right which is

"We saved over 1600 man hours using 'UP-RIGHT' SCAFFOLD-ON-WHEELS"



"Our summer program of overhead building and classroom maintenance that formerly took 13 weeks is now completed in only 8 weeks thanks to Up-Right's mobility and rapid assembly!"

Stairways are taken in stride . . . legs instantly adjustable for perfect leveling of platform.



UP-RIGHT SPAN SCAFFOLDS



Write for descriptive circular!



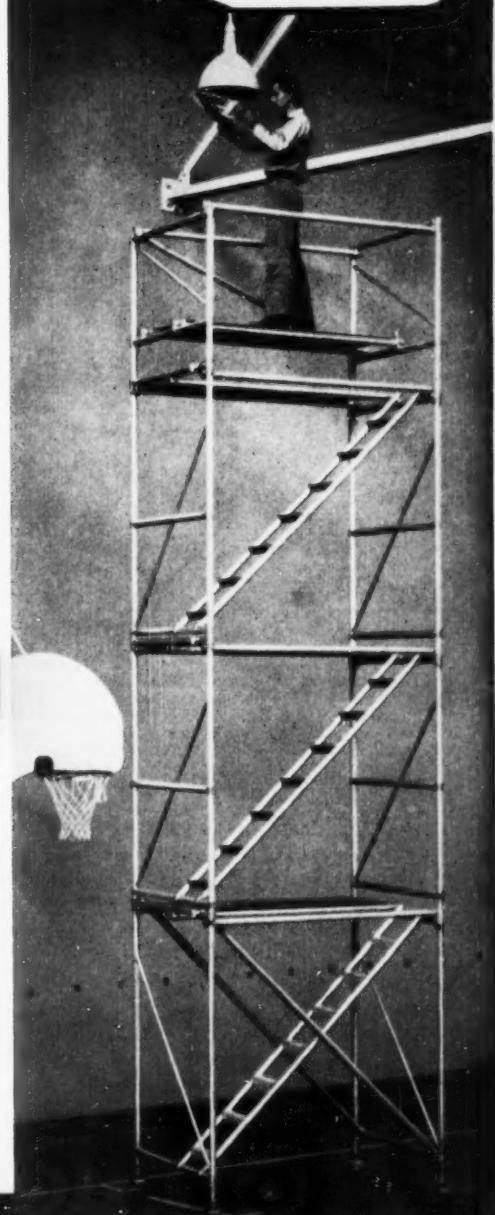
"Two 10 ft. span scaffolds pay for themselves on any school paint job of 6 rooms or more," says Leonard T. Anderson, painting contractor, Turlock, California.

"UP-RIGHT" SCAFFOLDS

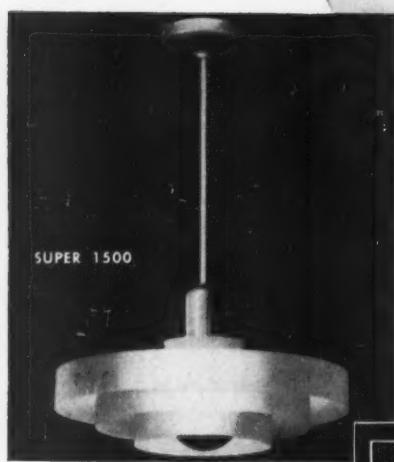
DEPT. 154 • 1013 PARDEE STREET • BERKELEY, CALIFORNIA
FACTORIES: Berkeley, Cal. and Teterboro, N. J. Offices in all Principal Cities

**NEW, FASTER, SAFER WAY
TO GET UP IN THE AIR
AND ROLL WITH THE JOB.**

In minutes, a mobile tower of any height desired is erected by setting individual sections one on top of the other. The one-piece folding sections are quickly assembled without tools, wing nuts or bolts.



UP-RIGHT TOWER SCAFFOLD Aluminum Alloy



Having trouble hanging lighting fixtures from sloping ceilings?

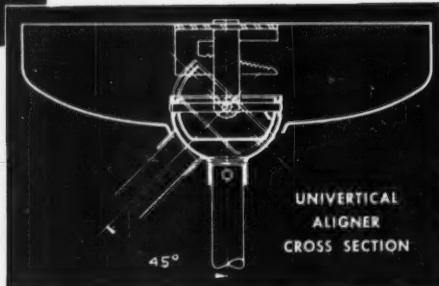
3159
SUCCESSFUL
INSTALLATIONS IN
SCHOOLS
HOSPITALS
OFFICES
STORES
INSTITUTIONS

prove . . .

the outstanding efficiency and economy of the combination of this concentric ring fixture and the silvered bowl lamp it uses. Perfect shielding of light source provides glareless, shadowless light. The Super 1500 is always recommended for critical lighting requirements.

SEND FOR COMPLETE DETAILS:

The complete facts about the Silvray Super 1500 Line . . . its efficiency, economy and adaptability are available upon request. Just fill in, clip and mail the coupon below.



THEN TRY THE . . .
NEW SILVRAY

SUPER
1500
LINE
with the
UNIVERTICAL
ALIGNER*

This new, exclusive Silvray development is the easiest answer to the annoying, troublesome and time-consuming problem of vertical alignment of stem suspension fixtures from sloping ceilings. In single story buildings and in many schools, sloping ceilings are used to permit clerestory windows. The Silvray Super 1500 has been selected in many instances as the one unit that would provide perfect vertical alignment. A special, quickly adjusted mechanical device, concealed in the canopy, allows the unit to swing to an absolute vertical position on ceilings that slope up to 45°, and then securely locks the stem in place. No trouble . . . no tools.

*Patent applied for



FLOOR SERVICE MAINTENANCE

Easily and quickly accomplished by removing the silvered-bowl thru the fixture opening with a pole type lamp changer. The one shown operates on the vacuum principle and will handle lamps of from 75 watts to 1000 watts.

SILVRAY LIGHTING, INC.

RKO BLDG., RADIO CITY
NEW YORK 20, N. Y.

SILVRAY Lighting, Inc. 103 West Main St., Bound Brook, N. J.

Gentlemen:

Please send me complete information
on the SUPER 1500 LINE

NAME _____

FIRM _____ TITLE _____

ADDRESS _____

CITY _____ ZONE _____ STATE _____

CALIFONE

**PHONOGRAPHS
and
TRANSCRIPTION
PLAYERS**
*TO MEET EVERY
SCHOOL REQUIREMENT*
featuring:
✓ Quality
✓ Portability
✓ "Varipole" Variable
Speed

CALIFONE



School Price
\$127.50

CALIFONE

No other Transcription Player offers so many important features in a unit so compact and easy to carry.

- ...3-speed heavy duty turntable for 7"-16" recordings
- ...12" extended range speaker
- ...Ample volume for 1000 persons from microphone or recordings
- ...G.E. variable reluctance cartridge with adjustable needle pressure

WRITE FOR CATALOGUE SE-553

CALIFONE CORPORATION

1041 North Sycamore Avenue
Hollywood 38, California

SPOTLIGHT

guaranteed in our Constitution". This amendment gives citizens the right to refuse to testify on grounds of possible self-incrimination. . . The resolution upheld the action of New York City's Board of Higher Education, which has set up investigations of four city colleges, by declaring that members of the Communist party or other totalitarian groups "cannot be trusted in teaching positions". . . The resolution stated that the actions of the chairmen of Congressional investigating committees have made it seem unlikely that they and their staffs "can be relied upon to distinguish dissent from disloyalty . . . or can appreciate the functions and obligations of an institution of higher learning." Called for was a codification and clarification of committee procedures, which should more clearly safeguard the rights of those who testify. These include the right to confront and cross-examine accusing and other witnesses. . . The resolution was adopted by a 39 to 14 vote of those attending a meeting of the 72-member faculty council of the College of Liberal Arts and Science, and was released by City College President Buell G. Gallagher.

While cost is only one factor affecting quality in education, "low school costs, however, can be achieved only by methods which detract from quality, such as having large classes, low standards for teachers [and] retention of teachers who cannot command higher salaries in the better school systems," reports a public education research bulletin by the New York State Teachers Association. Other undesirable results cited, which stem from trying to achieve low school costs, are "meager service, insufficient books, supplies and other aids to learning, and sub-standard facilities."

Local sources provided over 60 percent, or \$465 million of funds used by New York state public schools during 1952-53, reveals another NYSTA bulletin. "Taxes on real property provide[d] the largest

penco

STEEL STORAGE EQUIPMENT

functionally designed for today's needs

the answer to storage space problems in old schools and new—
gymnasium, locker room, storeroom, classroom, workshop, office.

LOCKERS

Private, multi-person and combination types. Standard or Air Lite doors. Variety of space saving sizes.



CABINETS

Single and double door storage and wardrobe types 7 sizes—for supplies, teachers coats.

SHELVING

Over 700 types and sizes—can be economically custom built with adjustable, interchangeable parts.

Write for Literature and Prices

PENN METAL

Corporation of Penna.
68 OREGON AVE.
PHILA. 48, PA.

86th
Year

practical proved solution



Arlington
No. 550 MOVE ABOUT

Easily moved by student for conventional straight row room arrangements...or for grouping to fit intra-classroom project needs. Designed for flexibility in use by student to provide posture comfort and ease in reading, writing, drawing and manipulative tasks. Desk top equipped with adjustable friction-disc hinges to protect student's fingers and give quiet closure. Modern in every detail.

STUDY TOP MODEL

Model No. 551...same as No. 550, but with solid hardwood study top desk.



For complete information... write for new Catalog No. 54.

ARLINGTON SEATING COMPANY
plant and general offices
Arlington Heights • Illinois

to modern classroom needs



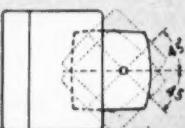
in closed position, desk top rests at 10° angle for ease in reading, writing, drawing



for manipulative tasks, desk top easily set at level



desk top raises and closes on positive friction hinges. Safe and quiet. Book box gives ample storage area



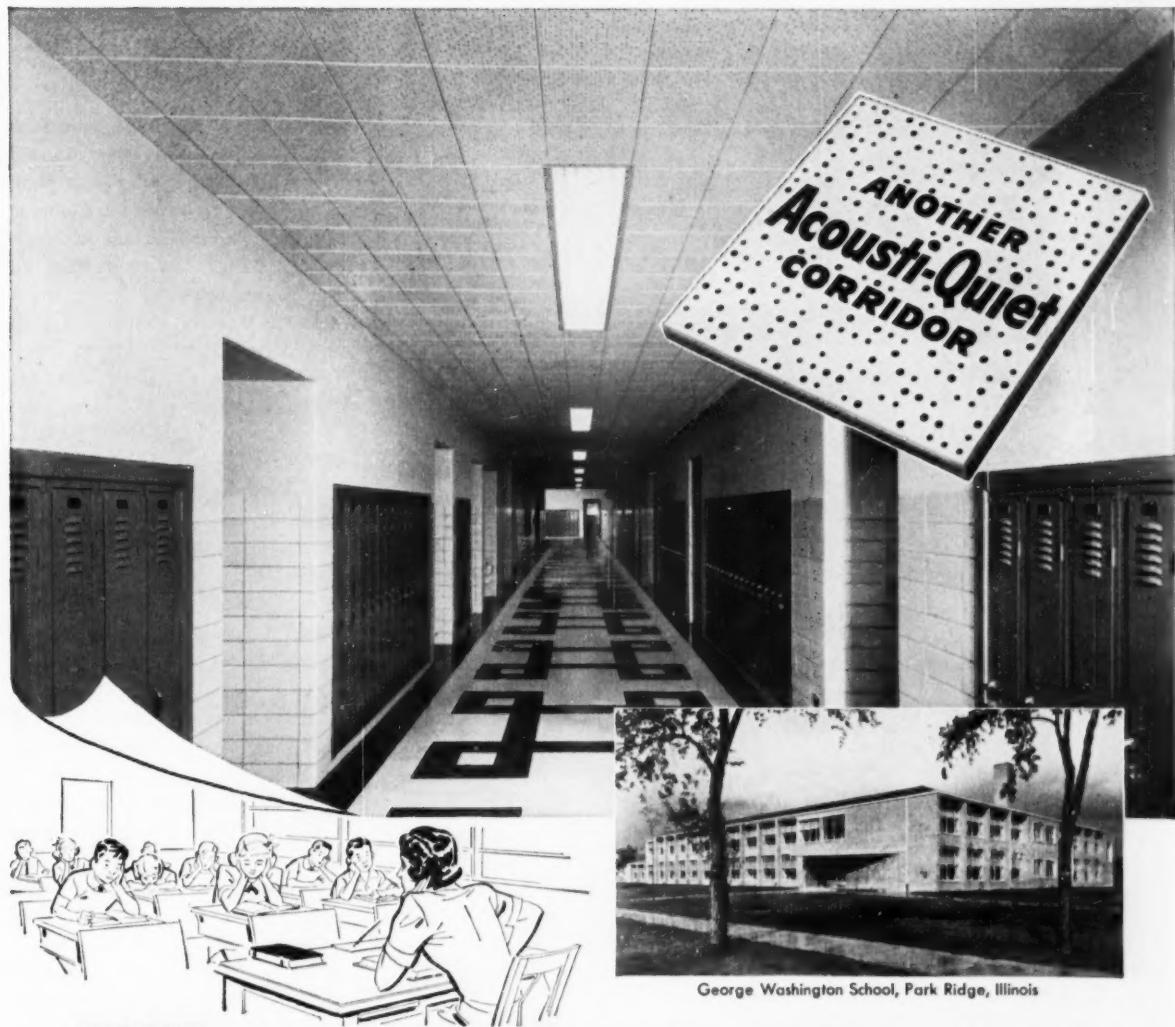
seat swivels up to 45° in either direction to conform to any natural turn of the student's body

SPOTLIGHT

share of local support in school districts," the bulletin continues . . . Local non-property taxes provided some revenue in the largest cities, while one county obtained part of its revenue from a one percent county sales tax. "Most of the increase in school expenditures since 1941 has been met from local revenues," the bulletin reports. . . During the 1952-53 period, state aid to local school districts provided 37.4 percent of public school revenues, as compared with 33.3 percent in 1940-41. . . A third research bulletin analyzes the background of *State Responsibility for Public School Support*, based on the state constitutional provision charging the legislature with "maintenance and support of a system of free common schools."

Corporations must contribute more financial aid to colleges in the United States if they want to secure well-trained college graduates, reads a business essay in the January 18 issue of *Time Magazine*. . . "The rapidly expanding US economy has made college graduates more important than ever to industry. In turn, universities must depend increasingly on corporations for contributions, since high taxes have all but cut off the flow of the big individual contributions that built the private schools," the essay emphasizes. *Time* predicts that business will donate well over \$60 million to private colleges in 1954, as well as additional funds for research and equipment. . . Many businesses are afraid of stockholders' suits over college contributions that did not "have crystal-clear benefits to the company." A recent New Jersey court case upheld the right of one company to donate \$1,500 to Princeton University on the ground that "what promotes the general good inescapably advances the corporate weal."

Schools and other institutions are observing the 50th anniversary of powered flight this year. The December issue of *The*



George Washington School, Park Ridge, Illinois

NOISE: The problem that makes problem students

When noise is present . . . tendencies toward good study habits, concentration, clear thinking are absent. Day-to-day classroom routine noise induces tension and fatigue, retards distinct hearing, aggravates need for discipline. Both teacher and pupils are harassed, handicapped, helpless victims.

Economical Answer

To hundreds of American schools, however, has come this budget-easy solution: Acousti-Celotex Sound Conditioning! A sound-absorbing ceiling of Acousti-Celotex Tile . . . to check noise, create favorable-hearing conditions. In classrooms, libraries, study halls, band rooms, music rooms, corridors, gyms and

cafeterias . . . Acousti-Celotex soaks up disturbing sounds, brings restful quiet. And everyone benefits!

Easy to Maintain

Quickly installed, Acousti-Celotex Tile requires no special maintenance. It provides excellent sound absorption plus a surface of remarkable beauty that can be washed repeatedly and painted repeatedly with no loss of sound-absorbing efficiency!

Mail coupon today for a Sound Conditioning Survey Chart that will bring you a free analysis of the noise and acoustical problems in your school, plus a free factual booklet, "Sound Conditioning for Schools and Colleges." No obligation!

—Mail Today!—

**The Celotex Corporation, Dept. D-34
120 S. La Salle St., Chicago 3, Ill.**

Without cost or obligation, send me the Acousti-Celotex Sound Conditioning Survey Chart, and your booklet, "Sound Conditioning for Schools and Colleges."

Name _____

Institution _____

Address _____

City _____ Zone _____ State _____



ACOUSTI-CELOTEX
REGISTERED
U. S. PAT. OFF.

Sound Conditioning

Products for Every Sound Conditioning Problem—The Celotex Corporation, 120 S. La Salle St., Chicago 3, Illinois • In Canada: Dominion Sound Equipments, Ltd., Montreal, Quebec.

SPOTLIGHT

**OLD TOWN CORPORATION Dept. SE-3
345 Madison Ave., New York 17, N. Y.**

Gentlemen:
Please send me complete information on the new Model 9-S OLD TOWN Inkless Duplicator.

Name _____
Address _____
School _____
City _____ Zone _____ State _____

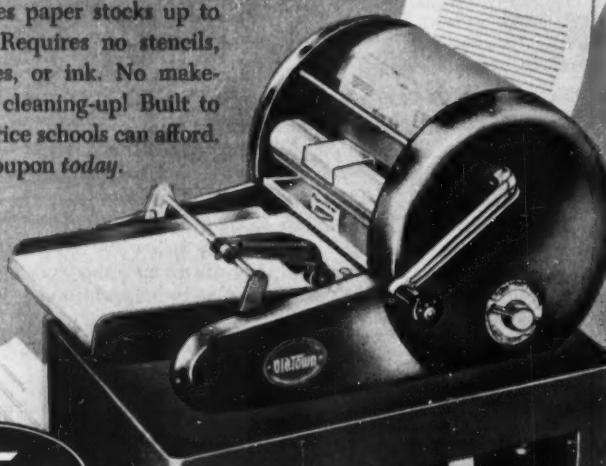
Here's THE ANSWER TO ALL YOUR SCHOOL'S DUPLICATING PROBLEMS

OLD TOWN NEW MODEL 9-S
Inkless DUPLICATOR
designed for SCHOOL USE

End the duplicating headaches of messy, old-fashioned machines! The new OLD TOWN Inkless Duplicator does every job faster, better. So simple and automatic, anyone can operate it with ease.

FREE DEMONSTRATION

Without obligation, see the OLD TOWN Inkless Duplicator turn out clean, clear work — faster than a copy a second — 1 to 6 colors at a time of anything you type, write, print, or draw! Takes paper stocks up to 9" x 14". Requires no stencils, mats, plates, or ink. No make-ready — no cleaning-up! Built to last—at a price schools can afford. Mail the coupon today.



Old Town
CORPORATION

OLD TOWN CORPORATION
345 MADISON AVE., NEW YORK 17, N.Y.
World's foremost maker of Carbons, Ribbons, Duplicators and Supplies

Grade Teacher Magazine published a special aviation section to aid teachers of primary grades in planning studies on this subject. The issue before that carried an insert, *Aviation and World Understanding*, an air age education unit for intermediate and upper grades. . . The American Association of School Administrators has joined with the National Committee to observe the Golden Anniversary. They have published *Education and 50 Years of Flight*, an illustrated pamphlet with suggestions to administrators to help further understanding of aviation's influence upon community living. Free copies are obtainable from the National Aviation Education Council, 1115 Seventeenth St., N. W., Washington, D. C. . . "It is most fitting—and vitally important—for the school-teachers of America to bring to their pupils knowledge of aviation," General James H. Doolittle has declared. "Because of the airplane, all countries of the world are neighbors. It is the duty of teachers, pupils and parents to learn to be good neighbors. . . *Our Schools*, a publication of San Antonio, Texas, public schools, has urged all schools to take notice of the 50th air anniversary. "This is an important event for San Antonio since our city is a great air center," the publication states.

Corporal punishment in the schools is now outlawed in Georgia as the result of the alleged beating of a 12-year-old boy at the Georgia Academy for the Blind in Macon. The board of education is seeking the dismissal of both the principal, who is claimed to have administered the beating, and the superintendent of the school.

A multicolored, 100-foot ceramic tile mural, designed by art students for their cafeteria, is an interesting feature of the new Mesa, Ariz., high school. . . Assisted by Art Instructor Griffin S. Stephenson, a class of twelve students planned the

Their Safety Is Important

Safeguard Showers with POWERS



Some of the more than 60 showers in this modern school regulated by Powers Mixers

Architect: CHARLES W. NICOL & ASSOCIATES • Mechanical Engineer: JOHN K. FAIRBAIRN
Plumbing Contractors: M. J. CORBOY CORP., All in Chicago



Powers Thermostatic Water Mixer complies fully with Veterans Hospital safety requirements and Federal Specifications WW-P541a.

10 to 20% Water Saving.
No need to get out of shower and readjust it because of fluctuating water temperature.

ONE Shower Accident May Cost Many Times More than POWERS MIXERS.



Thermostatic
WATER MIXERS

**Give Double Protection Against Shower Accidents
Caused by PRESSURE and TEMPERATURE
fluctuations in water supply lines**

No Shower is Safe Without this Double Protection — Powers thermostatic water mixers *always* hold the shower temperature constant wherever the bather wants it. They are completely automatic. Failure of cold water instantly shuts off the shower. Delivery temperature is *thermostatically limited* to 115° F. Simple, Durable Construction of Powers Mixers insures long life and minimum of maintenance.

(b62)

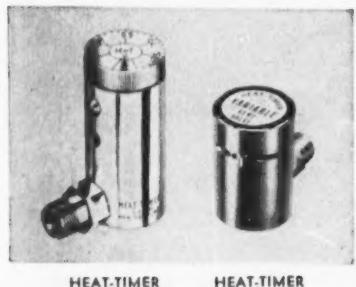
For Utmost Comfort, Safety and Economy Install Powers Mixers • Write for Bulletin 365.

Established in 1891 • THE POWERS REGULATOR COMPANY • SKOKIE, ILL. • Offices in Over 50 Cities

New Radiator Valve Keeps Each Room as Warm or Cool as You Want—Automatically

Heat-Timer THERMOVALVE
—with thermostat built-in—
will not permit un-needed
heat to enter radiator.

Would you like economical, winter-long heating comfort? Simply replace present radiator air valve and set the dial for the temperature desired. Works on any one-pipe steam system without interfering with existing controls. Over 150,000 enthusiastic users in hotels, schools, colleges and other institutions. Only \$3.95 retail; quantity discounts.

HEAT-TIMER
THERMOVALVEHEAT-TIMER
VARIVALVE

The Heat-Timer VARIVALVE gets heat fast to remote, hard-to-heat radiators, mains and risers . . . balances one-pipe steam systems. Venting orifice 0" to 5/16"; angle or straight shank. Price \$3.45; quantity discounts.

Heat-Timer Corporation also manufactures the Heat-Timer Electronic Control, Motorized Valves, Smoke-Eye Smoke Alarm, Fire-Chief Fire Alarm and other outstanding products.

For further information ask your dealer, or write direct to:

HEAT-TIMER CORP'N

657 BROADWAY, NEW YORK 12
Enclosed find \$..... for:

- Thermovalves @ \$3.95
 Varivalves @ \$3.45

Please send information on:
 Heat-Timer Thermovalve
 Heat-Timer Varivalve
 Heat-Timer Control
 (see above listing of other products)

Name.....
Street.....
City & State.....

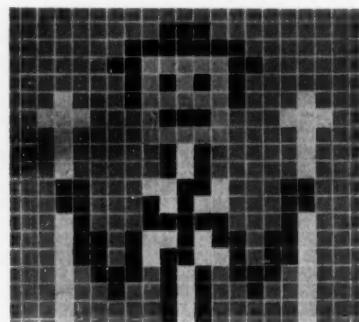
SPOTLIGHT

patterns, using colored squares on construction paper, cut to tile size to help them visualize the finished product. The design was put together with these squares on gray paper background, then sent to the tile company as a working pattern for the assembling of the mural. . . . To give the decoration local character

Tile Mural for Mesa



and historical significance for pupils, the art of Indians of the Southwest was chosen as a basis for the design. Motifs used were from ceremonial Navajo rugs, since these bore geometric forms which were easily reproduced in two-inch square ceramic tile. . . . Architect Edward L. Varnay's request for "a durable, easily maintained surface in an area of heavy traffic at the cafeteria serving lines and the dirty-dish ports," called



Mesa, Ariz., High School art pupils designed 100-foot long, 10-foot high ceramic mural covering one wall of their new school's cafeteria. Picture at left shows section of wall. A closeup of the design, shown at right, depicts figure from Navajo ceremonial corn dance.

IT'S STILL EASIER READING ON SLATE

Yes . . . and slate is still the best, most economical chalkboard investment. Superior visibility, dependability, excellent writing qualities, low maintenance cost, attention attraction, and ability to harmonize with any color scheme . . . are yours *only in NATURAL SLATE*.

FOR FURTHER INFORMATION, WRITE FOR:

1. "The ABC's of Chalkboard Selection, Use and Care". (Informative 65 page Booklet)
2. "Slate Chalkboards are Modern Too".
3. "Slate Chalkboards Provide Eye Ease".
4. Personal assistance with your chalkboard selection. No obligation, of course.

Use slate, too, for:

roofing	window sills
baseboards	flooring
sinks	shower compartments
	laboratory table tops

toilet stalls
window stools
shelves

PENNSYLVANIA SLATE PRODUCERS GUILD, INC.
205 REALTY BLDG. PEN ARGYL, PENNA.

"500 Million Years In The Making — Natural Slate"



Pointing Gets the Idea Across

only VU-LYTE has this Built-in Pointer!



- VU-LYTE's Built-In Pointer (a sharp clear white arrow) is a great aid to Public Speakers.
- Pointing with an Arrow makes learning easier.
- The VU-LYTE Built-In Arrow Pointer is the most advanced, most widely used pointer in Opaque Projectors today. It's the most efficient pointer, yet the simplest to operate. That's why it's so helpful.
- Using the VU-LYTE's Built-In Pointer is one of the best methods known to get ideas and facts across so they're remembered.

FREE DEMONSTRATION of VU-LYTE with BUILT-IN POINTER!

If you are interested in quicker, better learning, mail the coupon for a FREE DEMONSTRATION. You'll be amazed at how the VU-LYTE with BUILT-IN POINTER gives expression to your full Executive potential. Of course, there's no cost or obligation.

The VU-LYTE projects anything in natural colors. No slides or other preparation is necessary. The VU-LYTE takes copy as large as 10 x 10 inches, can project it to 10 x 10 feet!

FOR THE BRIGHTEST SHARPEST PICTURES, FOR THE EASIEST OPERATION, for the Opaque Projector that's PROVED most durable...it's VU-LYTE!

Charles Beseler Co., Dept. E-3
60 Badger Avenue, Newark 8, N. J.

Gentlemen:

Please arrange for a Free Demonstration at my convenience.

Name _____ Position _____

School _____

School Address _____

City _____ Zone _____ State _____

EDUCATIONAL DIVISION

CHARLES *Beseler* COMPANY
ESTD 1869

60 Badger Avenue, Newark 8, N. J.

FOR SCHOOL USE EVERYWHERE...

SE-397

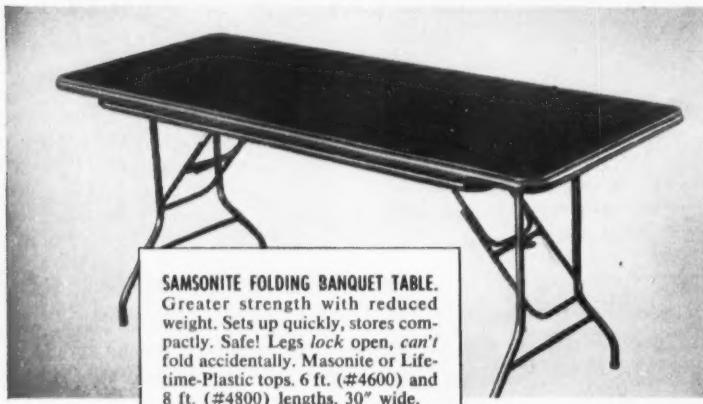


Samsonite

FOLDING CHAIRS ARE

strongest...last longest!

There's a Samsonite folding chair or table for every school need...whether you want to convert the lunch room to a meeting hall in minutes, or just want comfortable seating in classrooms. Samsonite's longer service means long-run economy.



SAMSONITE FOLDING BANQUET TABLE.
Greater strength with reduced weight. Sets up quickly, stores compactly. Safe! Legs lock open, can't fold accidentally. Masonite or Lifetime-Plastic tops. 6 ft. (#4600) and 8 ft. (#4800) lengths, 30" wide.

Only Samsonite gives you all these
EXTRAS AT NO EXTRA COST!

- Tubular steel construction
- Bonderized to resist rust
- Easy, one-finger folding
- Posture-Curved Comfort
- Safety-Guard Hinges
- Won't tilt or wobble
- Compact storing
- Low in cost
- "Automobile" finish

SAMSONITE WOOD-SEAT FOLDING CHAIR is ideal steel chair for meeting rooms and auditoriums. 5-ply seat of blonde hardwoods, durably bonded, is gracefully curved for comfort. #2025.



WRITE FOR A SAMPLE CHAIR
on your letterhead. Try it, test it, see how this Samsonite all-steel folding chair stands up. No obligation.



LOOK FOR THIS SEAL
on the back of your folding chairs. It identifies a genuine Samsonite chair.

Special Quantity Prices from your Samsonite Distributor; or write for further information directly to the factory.

SHWAYDER BROS., INC., PUBLIC SEATING DIVISION, DEPT. 6-C, DETROIT 29, MICHIGAN

Also makers of famous Samsonite Luggage and Card Tables and Chairs for the home

SPOTLIGHT

for the use of unglazed porcelain tile, which is not overly shiny, and is easy to clean. . . . Students and Mr. Stephenson worked closely with Mr. Varney, Harvey L. Taylor and Rulon T. Shepherd of the Mesa Public Schools and Harry J. Macke, art director, Cambridge Tile Mfg. Co., tile manufacturers for this project.

Several cities and states have secured pay raises for their teachers recently, or are pushing actively to put rises through very soon. . . . In Texas, a special session of the Legislature will meet this month to consider raising salaries of the state's public school teachers about \$25 million per year. The session will discuss a compromise plan agreed to by an arbitration committee representing Governor Allan Shivers and the Texas State Teachers Association. This plan would give each teacher \$402 more annually, starting next September. This is the amount Gov. Shivers offered last year, which the TSTA turned down, asking \$600 more per teacher or nothing. . . . The Detroit Board of Education has increased the maximum salaries teachers can attain in that city to \$6,600 for those with master's or doctor's degrees and to \$6,350 for teachers having bachelor's degrees. Beginning salaries are \$4,102 for master's degree holders and \$3,362 for those with bachelor's degrees. This places Detroit high in the ranks of salaries paid by the ten largest cities in the nation, reports city Superintendent of Schools Arthur Dondineau, in commenting on the new salary maximums. . . . A new salary plan will give Chicago elementary school teachers paychecks ranging from \$3,400 to \$5,500, high school teachers from \$3,900 to \$6,150. This brings the city's salary schedule closer to the single-schedule ideal, whereby salary is determined by educational degree rather than educational level taught. . . . Meanwhile, in New York City, the board of education has submitted a \$324 million expense budget to the city's board of estimate. Proposed expen-

FROM JOHNSON'S FLOOR CONSULTANT SERVICE

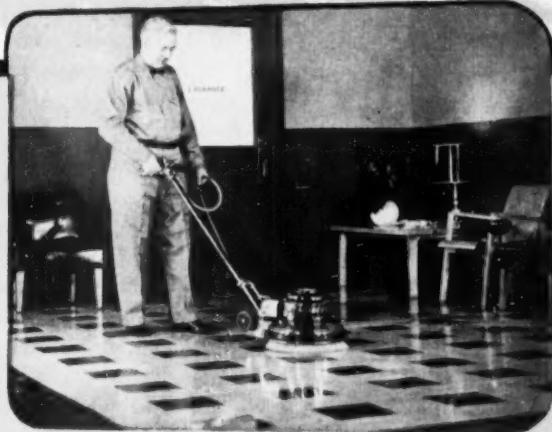
FREE FILMS on FLOOR CARE

**2 how-to-do-it films for training maintenance personnel...
from the world's foremost floor authority—Johnson's Wax**

Arrange a showing of one—or both—of these films!

"Facts about Safe Floor Care." Covers care of rubber and asphalt tile floors. A 17-minute sound-slide film in full color. Shows with simple step-by-step demonstrations correct methods of cleaning, waxing and maintaining—do's and don'ts—common problems and solutions.

"Facts about Floor Care—Wood." Another full color slide film. Covers tested and proved methods of sanding, sealing, cleaning and maintaining all kinds of wood floors. Special section on gym floors. Time: 15 minutes.



Here they are! Practical "how-to-do-it" slide films that have helped hundreds of maintenance men do a better job. They're based on everyday floor care problems and solutions—demonstrating correct maintenance methods, giving valuable hints on preserving the life of your floors. Arrange a showing of these informative films to your own janitor personnel now. No cost or obligation. Simply mail coupon below.

Get these other Johnson's Wax services!
Floor experts—experienced factory-trained J-Men, "floor doctors" to help you solve maintenance prob-

lems. Free training—classes and personal instruction for janitors by special arrangement with your J-Man. Free helpful literature—booklets, technical bulletins, etc. Ask your Johnson's Wax products distributor for full details.

MAIL COUPON TODAY!

S. C. JOHNSON & SON, INC.
Maintenance Products Department SE-3
Racine, Wisconsin

Please send further information on how I can have showing of sound-slide film checked below:

"Asphalt and Rubber Tile Floors"

"Wood Floors"

Name _____

Firm Name _____

Address _____

Please have a Johnson's J-Man call.

**Products and Service from
Johnson's Wax to solve
any floor problem**



SPOTLIGHT



It's NEW! It's designed to reduce eyestrain by providing just the right contrast to the chalkboard for sustained seeing. New, restful Alphasite is recommended by authorities on better seeing.

**DESIGNED FOR
MODERN CHALKBOARDS**

New Alphasite is a pleasing golden ivory color and contrasts restfully to modern green chalkboards or conventional blackboards. Especially suited to prolonged chalkboard study. New Alphasite is dustless, easy to erase, keeps the chalkboard clean. In Regular And Large Size

Write for Sample

Request your FREE sample of NEW Alphasite today. Test it and discover for yourself why NEW Alphasite is easier on the eyes.

- ANOTHER CHALK DEVELOPMENT FROM CHALK AND CHALKBOARD HEADQUARTERS

WEBER COSTELLO COMPANY
CHICAGO HEIGHTS, ILL.

HOW LONG Will Your Floors Stay SAFE?



ditures include \$30 million to increase teachers' salaries, \$7.3 million to create 2,015 new positions in elementary, junior high and high schools, and \$30.3 million for general repairs and equipment replacement. In commenting on the budget, board of education Vice-President Vito F. Lanza urged more state aid to help finance the proposed program, recognizing that the city could not do so by itself.

The first classroom telecasts in Ohio on a series basis were inaugurated last month over Columbus station WTVN by the Ohio School of the Air, Ohio State University. The two series involved deal with art and science. . . . Some 25 schools in Columbus, along with others in smaller communities, are cooperating in evaluating the effectiveness of the project as a tool for teaching these subjects. They are using the telecasts regularly in classroom programs. . . . Both series are produced under the supervision of professors at the university. The Ohio School of the Air is part of the Bureau of Educational Research in the College of Education.

Georgia has passed a model vocational education act. Passed unanimously by the state legislature, the act brings vocational education under control of the state board of education. (The state superintendent is also chief officer of vocational programs. In some states, a separate board administers vocational training.)

The Castaldi Nomogram, an aid for translating the curriculum needs of junior and senior high schools into the necessary number of required classrooms, is a recent publication of the New England School Development Council. Prepared by Dr. Basil Castaldi of the Massachusetts School Building Assistance Commission, the publication offers a clearly-explained method for relating educational efficiency to the architectural plans for a new school plant. . .

Try this LEGGE Slip Meter Test

Four months after a LEGGE Safety Polish had been applied to the flooring of a large institution, a Slip Meter reading indicated *No appreciable loss of slip-resistance*. The co-efficient of friction at all points was still well beyond U.L. requirements for walking safety.

Instead of the round-robin of stripings and reapplications your present polishes require, LEGGE products need only routine touch-up maintenance to function perfectly *months later*. You can't match LEGGE for year 'round economy and beauty. And the SAFETY lasts. Write today for full information. Ask for this fact-filled FREE booklet. →



DON'T BE FOOLED BY A BID PRICE

You can't judge a bargain by initial cost alone. It's performance compared with initial cost that proves whether you make a good buy or not.

How do you judge potential performance? You can take a salesman's word on the life expectancy and performance of a product. These claims are only as good as the integrity of the salesman or the company he represents.

You can be more scientific. You can analyze laboratory and factory test reports. These simulated and speeded-up performance tests are a good indicator, but may lead to confusion. Any company may prove, with specific and controlled tests, that their product is the best on the market . . . yet it may be far different when it comes to *actual* use.

What is the true test of performance and value? That true test is how a product has performed . . . *in the past . . . in the field*, and how much service that product has rendered for every dollar of initial investment.

Here are the facts

Regardless of initial cost, Voit Athletic Equipment is the best buy in the rubber-covered field. The extra wear you get from Voit soon pays off the initial investment. Voit originated rubber-covered athletic equipment. With more than 30 years' experience, Voit has developed and tested every possible type construction. Voit's superior construction has been proved *in the field*—proved to *outperform*, *out-wear* any other type. No other type of ball has ever equalled Voit's 150% to 600% longer wear.

That is why, for over 18 years, Voit has been specified by 100,000 U. S. schools, camps and playgrounds. Year after year, Voit proves to be the best buy—regardless of initial cost.

It pays to specify Voit, because for over 18 years there has been no "or equal" to Voit Rubber-Covered Athletic Equipment.

YOU CAN SAVE UP TO $\frac{1}{3}$ OF YOUR
BALL-BUYING BUDGET
...specify



1954 VOIT
RUBBER-COVERED BALLS GIVE . . .

true performance for life!
PLUS 34% LONGER LIFE than ever before!

NEW

ARMOR-RED*
REINFORCED FABRIC
AND UNI-POLAR CONSTRUCTION



NEW

VEON RUBBER
COVER AND COMPLETELY
NEW MOLD DESIGN

Veon Rubber makes the most durable cover ever put on a Voit Ball . . . Plateau Pebbling gives 49% more surface to withstand wear.



*Available only on Voit "X" and "C" Line Balls.

PLUS THESE 3 GREAT FEATURES

1. Super-butyl, leakproof bladder
2. Double-seal, self-lubricating lifetime valve
3. Exclusive, new protector-kote coating

Everything Voit has learned in building millions of balls during the last 30 years has been built into the new 1954 Line. These advancements have been welded into one, strong, better playing Voit Ball that outlasts any other ever built. *can save 1/3 the ball buyer's budget.*

Look for the
BULLS-EYE VALVE
—mark of the Finest!

*Specify Voit because
there is no "or equal" to Voit*

VOIT®

America's Finest Athletic Equipment

NEW YORK 10 DANVILLE 11 LOS ANGELES 11



Basketballs Footballs Volleyballs Soccer Kickballs Water Polo Balls Tetherball

"OBSOLETING THE INDUSTRY"
the Bus Body the Buyers Built!

THE NEW  **PANORAMIC**

PANORAMIC DRIVER VISION—156% more clear-view area in those new "Curv-a-Corner" rear windows—no more "blind-spot" driving. • Every window an emergency opening—over 13" unobstructed! • Patented Perma-Safe Dry Wall—with massive 4-bar Fortress Rail! • "Air-Wedge" Emergency Kick-out Windshield (no center post.) • Mar-proof aluminum inner walls (no costly, offensive defacing). • Lockbolted (no "weld weakness" or "rivet wiggle"). Most dramatic step forward in bus body safety since Wayne pioneered the industry's first all-steel bus body in 1930!

WAYNE WORKS, INC. • RICHMOND, INDIANA, U.S.A.

SPOTLIGHT

SE-402

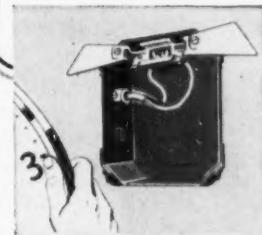
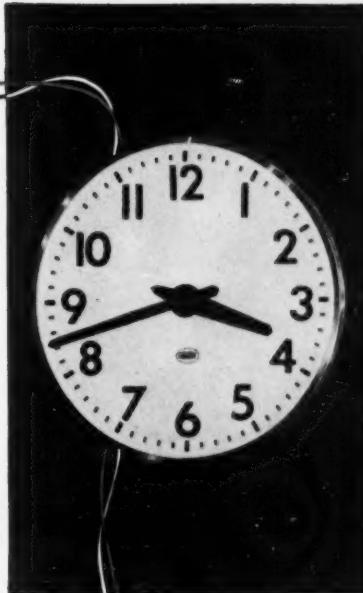
The nomogram is based on the premise that "one of the most important duties of the superintendent of schools and the board of education is to make available to the architect a detailed schedule of spaces required to house a curriculum which is designed to meet the educational needs of the pupils in their community" . . . It answers such questions as "How many teaching stations [classrooms] would be needed to teach science to 400 pupils taking science four times a week with an average class size of 25 in a school with a program organized on a six period day?" . . . The system consists of three specially designed charts which, when filled out according to particular local needs, will help determine number of classrooms needed, class size, "to discover the adequacy of proposed multi-purpose rooms and to compute the fraction of a school day rooms or a room will be used for any given subject or combination thereof under certain conditions" . . . Copies costing \$1.50 each may be ordered by NESDC non-members from the Council office, Spaulding House, 20 Oxford St., Cambridge 38, Mass.

Willard W. Beatty, leading educator and administrator, has joined Perkins & Will, architects, of White Plains, N. Y., as a full-time educational consultant. While superintendent of schools in Bronxville, N. Y., Dr. Beatty was among the first to incorporate nursery schools in public schools, and a leader in integrating work areas in elementary classroom design. . . . He has also served as Director of Education for the United States Indian Service schools. In 1951, he was called by the United Nations Educational, Scientific and Cultural Organization to organize training centers for specialists in

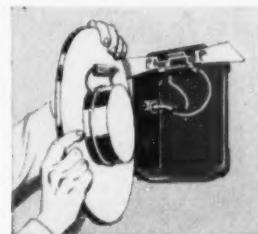


FARADAY

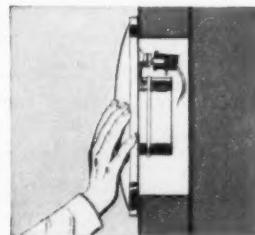
Introduces
NEW
Exclusive
PLUG-IN*
FLUSH CLOCKS



Wall outlet pre-wired,
permanently installed.



Clock plugs easily into
outlet.



Clock securely mounted,
yet easily removed.

● This ultra-thin Faraday clock incorporates design advances that greatly simplify installation and give it a distinctive beauty, unmatched in clocks of flush design. It is installed, securely and easily, by plugging it into a pre-wired wall outlet—yet it can be removed from the wall with equal ease. Once installed, its polished aluminum rim projects only 7/16"—and actually looks as though it were mounted in the wall.

The Faraday Flush Clock is unusually easy to read—from many angles—because of its special flat center convex crystal and crisp black numerals against a white face. It is operated by a high-quality, impulse or synchronous movement. Available in a wide variety of standard diameters as individual synchronous clocks or as a part of a complete program system. Write for details.

*Patent applied for.

HOLTZER-CABOT **FARADAY** STANLEY & PATTERSON

CONSOLIDATED BY:

SPERTI FARADAY INC. ADRIAN, MICH.

BELLS · BUZZERS · HORNS · CHIMES · VISUAL
AND AUDIBLE PAGING DEVICES AND SYSTEMS

PAGE FENCE

-Since 1883

• AMERICA'S FIRST WIRE FENCE •



• Page Chain Link Fence, pioneered by Page and made only by Page, is quality controlled from raw metal to erected fence. Whether you choose heavily-galvanized Copper Bearing Steel, or long-lasting Stainless Steel, or corrosion-resisting Aluminum, you'll have a rugged fence on sturdy metal posts deep-set in concrete. Choose any one of 8 basic styles, varied by heights, types of gates, posts and top rails. And to be sure of reliable workmanship your fence will be expertly erected by a specially trained firm. For helpful Page data and name of member nearest you...

Write to PAGE FENCE ASSOCIATION in Monessen, Pa., Atlanta, Bridgeport, Chicago, Denver, Detroit, Los Angeles, Philadelphia, New York or San Francisco.

PRODUCT OF PAGE STEEL & WIRE DIVISION OF AMERICAN CHAIN & CABLE COMPANY, INC.

SE-405

TOUR SPONSORS,
YOU'LL HAVE
PEACE OF MIND...

WHEN . . .
your travel group has
our **Medical Expense**
Illness and Accident
Protection.

24 hour daily coverage for every member during the entire tour.

Broad Coverage

Prompt Courteous Service

Low Cost

Write for Latest Details

BROTHERHOOD MUTUAL LIFE INSURANCE COMPANY
230 E. BERRY STREET

FORT WAYNE 2, INDIANA

SPOTLIGHT

basic adult education throughout the world, setting up the famed Patzcuaro, Mexico, center, and the center at Sirs-el-Layyan, Egypt (see UNESCO story on page 110 of this issue).

Ohio voters approved 181, or over 77 percent of 234 bond issues submitted in city, exempted village and local school districts last year, according to a compilation of the Bureau of Educational Research, College of Education, Ohio State University. This represents a drop of over 3 percent from 1952, when 81 percent of 216 bond issues submitted were approved.

Governor Allan Shivers of Texas has proclaimed 1954 as the 100th anniversary of the public school system of his state, calling upon Texans to "continue to keep faith in our times with those early Texans who were determined, even at great sacrifice, to give the best possible education to every child." The governor asked citizens to visit schools in their immediate communities, and "take renewed interest in the problems and accomplishments of our educational system."

Conference Calendar

MARCH

2-5, Annual Convention, Department of Audio-Visual Instruction, NEA, Chicago.

4-6, National Conference, Association for Higher Education, NEA, Chicago.

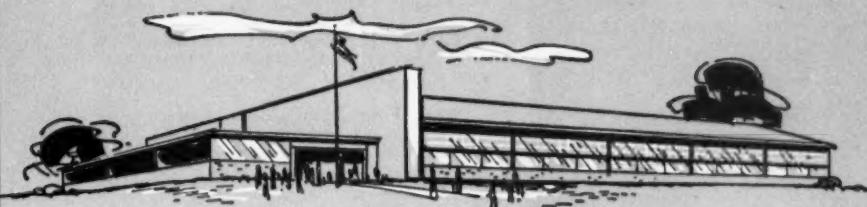
7-12, Annual Convention, Association for Supervision and Curriculum Development, NEA, Los Angeles.

19-20, Fifth Annual Dinner, National Citizens' Commission for the Public Schools, San Francisco.

COMPLETELY NEW!

American Seating

High-School Desk No. 445



MODERN STYLING
GREATEST STUDENT COMFORT
STEEL PYLON CONSTRUCTION

Developed through extensive research to meet the seating and curricular needs of today's Junior and Senior high-school students. Many new features embody suggestions of educators, architects, leading designers. New cradleform seat, for comfortable, dynamic posture, rotates on silent nylon bearings—allowing ingress and egress in one natural motion. Adequate and sloped working surface. Generous leg, knee and body room. Visible, handy book storage space. Complete height range for 7th through 12th grades—with just one unit.

FREE ILLUSTRATED FOLDER



Write for No. 445 Folder
fully describing the design,
construction and adaptability
of this brand-new and
modern unit. Dept. 14.

American Seating Company

WORLD'S LEADER IN PUBLIC SEATING

Grand Rapids 2, Mich. Branch Offices and Distributors in Principal Cities
Manufacturers of School, Auditorium, Theatre, Church, Transportation,
Stadium Seating, and Folding Chairs



CALENDAR

"the PANEL makes the DIFFERENCE"....

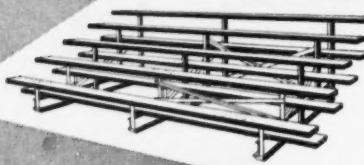
in Bleachers

Whether you require a 3-Row or 30-Row Bleacher—Playtime's one-piece Welded Steel Panel offers you many exclusive advantages.

Only Playtime welds the most vital parts of your Bleacher into a solid, rigid, one-piece Steel Panel. This certified factory welding completely eliminates the possibility and hazard of these vital connections working loose under constant strain. Welding also seals these vital connections and prevents them from becoming moisture and rust traps.

Since the Panel is a single one-piece unit there are less pieces to assemble—the framework is stronger—entire Bleacher sections can be moved without dismantling and leveling can be easily accomplished by merely raising or lowering one end of the Panel. A treated, sloped end, oak skid bolted to the 5" steel channel base protects against direct contact with the moist earth and prevents sod damage when moving or relocating Bleacher sections.

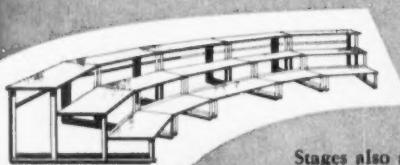
Playtime has the exclusive Welded Steel Panel. Only the Playtime Welded Steel Panel can offer you these exclusive Bleacher advantages...so specify Playtime.



**added
value
for your
seating
dollar**

by PLAYTIME

in Risers



In the Riser as in the Bleacher, Playtime stresses safety, versatility, easy handling and assembly plus compact storage. All this is accomplished by using the exclusive Welded Steel Panel. All parts of the Playtime portable Riser are small and light enough for easy handling by a single person. Assembly is as simple as A-B-C.

Playtime Risers are available for Seated or Standing Chorus, Orchestra or Band. Portable

Stages also available. Playtime portable Risers are suited for commencements, class or group pictures—indoor or out—and can be used for additional seating at basketball games and class demonstrations. Write for suggested layouts to fit your requirements.

Write for free, illustrated Brochure on Playtime Bleachers or Risers.

Distributors in 36 Cities

PLAYTIME EQUIPMENT CORP.

MARS, PENNSYLVANIA

25-31, Biennial National Meeting, Music Educators National Conference, NEA, Chicago.

APRIL

1-3, Second Annual Convention, National Science Teachers Association, NEA, Chicago.

2-5, Thirty-fourth Annual National Convention, National Association of Deans of Women, NEA, Washington, D. C.

9-10, Third Annual Film Conference, National Audio-Visual Association, New York City.

11-15, 1954 Convention, American Personnel and Guidance Association, Buffalo, New York.

18-23, Joint National and Eastern District Convention, American Association for Health, Physical Education and Recreation, NEA, New York City.

18-24, 1954 Study Conference, Association for Childhood Education International, NEA, St. Paul, Minnesota.

21-24, Thirty-second Annual Meeting, National Council of Teachers of Mathematics, NEA, Cincinnati, Ohio.

27-May 1, Thirty-second Annual Meeting, International Council for Exceptional Children, NEA, Cincinnati, Ohio.

JUNE

16-22, School for Executives, American Association of Colleges for Teacher Education, NEA, Buffalo, New York.

21-24, Eighteenth Annual National Conference, National Association of Student Councils, NEA, St. Paul, Minnesota.

27-July 1, Nineteenth Annual Meeting, National School Public Relations Association, NEA, New York City.

27-July 2, Ninety-Second Annual Meeting, NEA, New York City.

JULY

5-7, American Home Economics Association, San Francisco.

5-16, Conference in Elementary Education, Department of Elementary School Principals, NEA, with Northwestern University, Chicago.

23-25, Annual Convention, National Association of Education Secretaries, NEA, Eugene, Oregon.



New Dodge School Buses bring you the best in safety, power, handling ease!

You invest in real safety when you invest in new Dodge "Job-Rated" school bus chassis. That's because Dodge chassis and equipment meet or exceed all safety standards recommended by the National Conference on School Transportation. And here's proof!

Greater safety—Dodge gives unsurpassed protection with such safety features as reinforced frames, I.C.C.-approved fuel system, plus modern dual-primary brakes.

More power, economy—Dodge buses will pull you through, on *any* road, in *any* weather . . . thanks to new Dodge power. Great new V-8 or

famous 6's—from 110 to 153 h.p.

Easier handling—Your drivers will save a lot of time and effort with new Dodge handling ease. New steering system helps make Dodge the sharpest turning chassis of them all!

Get the full story on new Dodge school bus chassis from your friendly Dodge dealer. He'll be glad to discuss your transportation questions any time you say. You'll find him ready, willing and able.

On every count New Dodge Trucks offer
"A BETTER DEAL FOR THE MAN AT THE WHEEL"

School Bus Chassis for Bodies Accommodating 30, 36, 48, 54, and 60 Passengers	 MODEL FS6-153 10,500 and 12,000 lbs. G.V.W. For 30 and 36 pupils	 MODEL HS6-193 14,500 and 16,000 lbs. G.V.W. For 48 pupils	 MODEL JS6-213 16,000 and 17,500 lbs. G.V.W. For 54 pupils	 MODEL RS8-231 17,500 and 20,000 lbs. G.V.W. For 60 pupils
--	---	--	--	--

DODGE "Job-Rated" School Bus Chassis

WASHINGTON SCENE

news from the Capitol affecting education

Washington educators are pondering the State of the Union and budget messages of the President, as the latter document goes before Congress.

The President's reference to education in the State of the Union message was brief, but pointed.

"Youth—our greatest resource—is being seriously neglected in a vital respect. The nation as a whole is not preparing teachers or building schools fast enough to keep up with the increase in our population."

To fulfill the federal obligation to this "greatest resource," the President proposed a novel program, which involves research and promotion from the grass roots to the White House itself.

Declaring that the preparation of teachers and the control and direction of public education is a state and local responsibility, he declared that "the federal government should stand ready to assist states which demonstrably cannot provide sufficient school buildings.

"In order to appraise the needs, I hope this year a conference on education will be held in each state culminating in a national conference. From these conferences on education, every level of government—from the Federal government to every local school board—should gain the information with which to attack this serious problem."

In his budget message, the President recommended immediate enactment of the authorizing legislation and appropriations so that preparations for the individual state conferences, as well as the national conference, can begin at once.

He asked that the sum of \$1.5 million be set aside to finance the state conferences and that \$500,000 be appropriated for the general national conference to follow in the White House.

The novel proposal of the President met with a quick response from Capital educators.

"Because most of the needed information has already been assembled, prompt action in calling these conferences is possible," said Executive Secretary William G. Carr of the National Education Association. He called upon 48 affiliated state education associations to cooperate heartily with the President's request, offering national NEA assistance. (See pp. 100, 102, *Spotlight*, February issue.)

The President's project will give the American people a decisive voice not only on the financing of education, but on its content and administration, to a degree never before experienced.

This voice of the people will be a mandate which the administration, after having asked for it, can scarcely ignore. It may do much to relieve the crisis which has bedeviled education for more than two decades.

The message on the budget asks for an appropriation to finance an Advisory Committee on Education in the office of the Secretary of Health, Education and Welfare.

The Advisory Committee would consist of nine lay citizen members with staggered terms of office. It would identify educational problems of national concern to be studied by the Office of Education or by experts outside the government, and would advise on action needed in the light of these studies.

For the operation of this Committee and for the comprehensive research and surveys associated with its activities, the President included \$300,000 in the 1955 budget and recommended a 1954 supplemental appropriation of \$2.0 million.

The President recommended an operations budget of \$3.1 million for the Federal Office of Education during the fiscal year 1955. This is an

increase of seven percent over the current year.

The appointment of Robert E. Lee, recommended to fill a vacancy on the Federal Communications Commission, has been approved by the Senate.

Members of the Interstate and Foreign Commerce Committee expressed concern about his attitude toward the use of television for educational purposes.

When questioned directly on this subject by Senator George A. Smathers (D.—Fla.), he said "I don't think I agree that educational television must be non-commercial."

Pressed by the Florida senator, however, Lee gave assurance that he would uphold the channels now allocated for education.

The NEA Commission on The Defense of Democracy through Education has been authorized to investigate the refusal of the Houston, Texas, school board to renew the contract of George W. Ebey, who last July was refused a renewal of his contract as deputy superintendent of Houston schools.

Dr. Ebey was formerly assistant superintendent of schools at Portland, Oregon and had served in his position at Houston for one year.

The request for the investigation came to the defense commission from the Texas State Teachers Association, the Houston Teachers Association, the Texas Classroom Teachers Association, the Texas Association of School Administrators and the Oregon Education Association.

The commission has appointed a seven-member committee headed by J. W. Letson, superintendent of schools, Bessemer, Alabama, to conduct the investigation.

Does it make sense to give instruction on the electric typewriter?

With the business world turning more and more to this modern, easy, efficient way of typing, it certainly does make a lot of sense to have your students become thoroughly familiar with Royal Electrics.

They have many advantages in the classroom.

The most obvious is this: The student does not need to spend time becoming familiar with controls and keyboard changes. She can concentrate on the matter at hand—the electric touch.

She learns correct electric key stroking easily.

The necessary instruction periods you give her can be devoted to key stroking practice—not meeting new and different controls and key locations.

Royal Electrics are made by the world's largest manufacturer of typewriters . . . by folks who make nothing but typewriters . . . by craftsmen with exclusive typewriter know-how.

Decide now to prepare your students for the business world by offering them instruction on Royal electric typewriters.



Royal Typewriter Co., Inc.
School Dept., 2 Park Ave., New York 16, N.Y.

- Please mail me a reprint of "The Electric Typewriter in the Classroom," by Stella Willins.
- Please arrange for a classroom or office demonstration of the new Royal Electric without obligation.

Name _____

School _____

City _____ State _____

ROYAL®

ELECTRIC • STANDARD • PORTABLE
Roytype Typewriter Supplies

PROFESSIONAL LIBRARY

recent publications the school administrator will want to read, to pass along to associates, or "to have heard of"

Educational Wastelands

By Arthur E. Bestor, *University of Illinois Press, Urbana, 1953, 226 pp., \$3.50.*

Professor Bestor, who teaches history at the University of Illinois, is in the same battalion of school critics as Robert Hutchins, whose recent book, *The Conflict in Education in a Democratic Society*, was reviewed here last November.

Bestor does not quarrel with progressive methods of education. He believes in free inquiry in teaching and in well-supported public education, available without racial, religious or economic discrimination.

It is the content of universal education which agitates him. He regrets trends away from scholarly, subject-matter study. The "retreat from learning" began, he feels, when professional educators repudiated the cooperation of scholars on curriculum planning for high schools.

University scholars, he notes, used to cooperate with educational administrators to work out courses of "scholarly soundness and pedagogical fitness."

For an example of early cooperation, he reviews the composition of the NEA's 1894 committee on secondary school studies. The ten-man committee, chaired by President Eliot of Harvard, included four other college presidents, one college professor, one high school principal, two heads of private preparatory schools and the United States Commissioner of Education.

"This promising form of cooperation petered out in the second decade of the twentieth century," he observes. For an example of the repudiation by public schools of cooperation with the scholars, he considers the committee for the NEA's 1916 report on secondary school studies.

This was prepared by four university professors, one teacher from Hampton Institute, ten high school

teachers and principals, two school superintendents, one state high school inspector, two officials from the United States Bureau of Education, and one faculty member from a school of pedagogy.

This account of the "retreat from learning" lays bare the hostile core of Professor Bestor's critical position.

Let's Talk Sense About Our Schools

By Paul Woodring, *McGraw-Hill Book Company, New York, 1953, 215 pp., \$3.50.*

Current charges against public schools are analyzed by Professor Woodring of Western Washington College of Education. His aim is to provide background information upon which a reexamination of the aims and methods of modern education can be based.

In the controversy over what schools should teach and how, Woodring calls himself a moderate who "stands in the center of the arena and is vulnerable from all angles."

On the contrary, his position is highly tenable. He doesn't distort facts. He is not arbitrary; it is clear that he is familiar with the ideals, circumstances, and inherent problems which have shaped modern schools. He criticizes, but he does not view with alarm, and his criticism is constructive in tone.

His interpretation of John Dewey is noteworthy; he shows how our much-maligned teachers colleges developed; he is lucid on academic freedoms and on modern grading and promotion systems.

He holds with those who believe that final policy decisions should rest with the people, yet he realizes the difficulties of obtaining democratic consensus on fundamental objectives of education.

Woodring believes reassessment is

needed on the function, or curriculum, of schools. He criticizes educators for defending pragmatic theory to the point of setting up pragmatic dogma.

He calls for better teachers in schools and teachers colleges, for less educational jargon, fewer "vaguely-up" education courses and wider discussion of educational theory in colleges and professional journals.

No one is likely to agree with the author point by point, but this is one book on the crisis in education which sheds more light than heat.

Quackery in the Public Schools

By Albert Lynd, *Little, Brown and Company, Boston, 1953, 282 pp., \$3.50.*

This is excellent caricature. A ridiculous effect has been achieved by clever exaggeration.

The target is not the institution of public education, for which there is professed respect, nor for teachers in general, for whom there are many kind words. The twin targets are public school administrators and professors of education.

Educators are given an adroit lampooning which is, alternately, seriously abusive and roguishly mocking. In one breath, the "super-professionals" are an insidious and powerful clique, tyrannically "redesigning the lives of our children and the minds of their teachers."

In the next, these "educationists" are simpletons whose "understanding is obviously uncomplicated by any personal acquaintance with the classics."

Lynd writes well. His phrasing is clever and masterful.

The question about this book lies in the emphasis, or broad applicability, of its charges. These charges include the following: John Dewey's teachings have been often misinterpreted, and further, his theories are



so you think you're saving money ?

Far too often people figure lighting fixtures are all alike and buy by price tag alone. You may save a dollar or two on the price of each unit, but are you really saving money?

Today's carefully engineered lighting installations are planned with units that are designed to deliver more light at less cost. *Fewer units are required to secure the same results.* So, installation costs are less. And most important, power and maintenance costs are less during the whole life of the installation.

Take the Smithcraft DIRECTOR, for example.

A recent comparison test by one of the nation's leading electric utilities clearly demonstrates that the Director produces more light and better light than ordinary fixtures.

Installed in literally thousands of banks, stores, schools and similar locations across the United States, the Smithcraft Director is in a class by itself for appearance, for quality of lighting and for soundness of investment. Be sure to get the complete story on the Smithcraft Director before relighting or when planning new installations. Ask us to send you our Smithcraft Director folder.

Photograph shows Director Installation in the offices of the Credit Representative of the First National Bank of Boston, Empire State Building, New York.

BUY LIGHTING—NOT FIXTURES. **INVEST** IN AMERICA'S FINEST FLUORESCENT LIGHTING by **Smithcraft**

Smithcraft
LIGHTING DIVISION
CHELSEA 50, MASSACHUSETTS

All these are Bradleys

- All Provide Maximum in Sanitary Washing Facilities

WASHFOUNTAINS



Full circle 54-in. Bradleys accommodate up to 10 students simultaneously. Model shown is pre-cast material. 36-in. models (up to 6 persons) also made.



Bradley Enamelled Iron Washfountains are produced in white or forest green, full circle or wall type semi-circular. Stainless steel models—also in full and semi-circular types, 36" and 54" diameters.

DUO-WASHFOUNTAINS



Many prefer the two-person foot-controlled sanitary Duo-Washfountain for the smaller washrooms, and at cafeteria entrances, in laboratories, schools, office buildings, etc.



Bradley Multi-Stall Showers come in 3- and 5-stall units. Three piping connections only are required to serve all stalls—one each for hot and cold water, and one for drain.



Without stall partitions, Bradley Column Showers provide still lower cost shower facilities.

Standardizing washing facilities by means of Bradley Washfountains and Showers has been growing rapidly. Besides savings in space, installation costs and water consumption, Bradleys provide maximum washing facilities in the *most sanitary* manner.

Washfountains serve running water from the sprayhead to groups simultaneously. The bowl is self-flushing, faucets and faucet contacts are eliminated. Only one set of piping connections needed for each multi-person Washfountain.

Bradley Showers are made in three- and five-stall units with or without separating partitions. Piping connections are reduced—institution simplified.

Catalog free on request. BRADLEY WASHFOUNTAIN CO., 2233 W. Michigan Street, Milwaukee 1, Wis.



Write for Catalog
5204

BRADLEY
washfountains
and showers

Distributed Through Plumbing Wholesalers

LIBRARY

antipathetic to many Americans; educational research is outlandish; educators write "the stickiest prose in the English-speaking world"; they have not the "intellectual license" to experiment with curriculum and teachers colleges are bargain basements offering box-office, inflated courses.

Albert Lynd is a businessman who was once a college teacher of history, and more recently, a member of the Groton, Massachusetts, school committee.

The author claims to be a friend of public schools, and by many standards he is. He has given time to school board membership; he favors higher salaries for teachers; he does not criticize public education for avoiding the teaching of religion and he champions academic freedom.

He undoubtedly feels that he presents a true and whole picture of the mentality, aims, methods and professional training of those who guide our schools.

His enmity for administrators and teachers colleges is bitter. And, his criticism, unfortunately, is destructive.

OTHER PUBLICATIONS AND PAMPHLETS

The editors have selected the publications listed below as worthy of the administrator's attention. Those of particular value appear in heavy type.

Instructional Program

The Pre-Adolescent Exceptional Child covers proceedings of the 35th conference, Child Research Clinic, the Woods Schools, at Philadelphia last May. Concentrates on problems of retardation between the ages of six to twelve. Publications Librarian, Child Research Clinic, The Woods Schools, Langhorne, Pa.

The Gifted Child in the Regular Classroom, by Marian Scheifele, edited by Hollis L. Caswell, is No.

Great Chairs live forever



Yesterday's Theater Box Seat ...

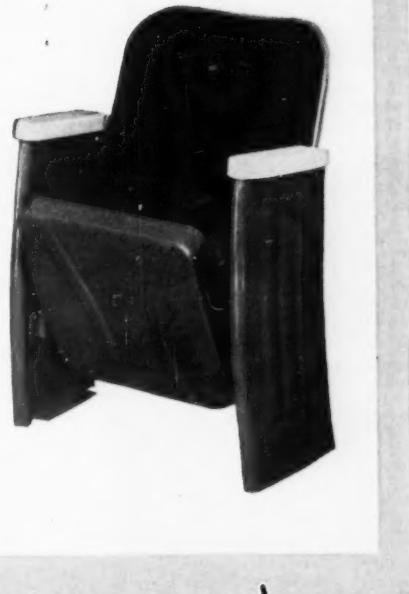
*was an ornate, gilded chair typifying
Colonial 18th Century craftsmanship.*

*Today the concept of auditorium
seating has changed, but the desire
for precision construction and fine
workmanship remains the same.*

*Today's **Griggs** Auditorium Seating..*

is the result of the same kind of dependable construction as fine furniture of the past. The distinctiveness of Griggs auditorium seats has brought new eye-appeal into thousands of auditoriums across the country. Truly, Griggs seating is worthy of the finest auditorium, yet within the reach of the most modest budget.

Griggs auditorium seating is available in a wide range of wood and metal finishes and fine upholstery materials.



GRIGGS
Equipment
Company

Have you seen the wide variety of Griggs school and auditorium furniture now available? Write today for Griggs complete seating catalog and the name of your nearby distributor.

BELTON, TEXAS





Identified by the BLUE FIBERGLAS BACK

How a 'Sexauer' Easy-Tite faucet washer costing pennies can save you \$115.22 a year!

A tiny, 1/32" faucet leak wastes 95,040 gallons—\$24.14* worth—of water yearly.

Hot water leakage is even costlier . . . Fuel waste adds upward to \$91.08** more to the loss. Total down the drain: \$115.22.

And this is the dollar loss caused by only one pinpoint leak!

Fuel Waste	Water Waste	Total Waste
00 (792 gals.)	\$24.14	\$115.22
Coal (9.879 lbs.)	88.91	113.05
Gas (84.411 cu. ft.)	24.14	108.95

*Water costs (figured at \$1.00 for 1,000 cu. ft.) authenticated by Hackensack Water Co. **Fuel costs authenticated by American Gas Association.

Save money; cut costs; stop leaks with dependable 'Sexauer' Easy-Tite faucet washers.

Built like a tire with Fiberglas reinforcement

Easy-Tite faucet washers are made of a special du Pont product, instead of rubber, and reinforced with Fiberglas. The result is a washer that resists the closing squeeze that splits and mushes ordinary washers. And Easy-Tites withstand destructive heat (up to 300° F. by test). These features explain why 'Sexauer' Easy-Tites outwear ordinary faucet washers 6 to 1!

By avoiding labor on those 5 additional repairs, Easy-Tites cut today's high maintenance costs 83 1/2%! But Easy-Tites not only save water, fuel, labor; they also prolong the life of expensive fixtures.

FREE CATALOG Easy-Tite faucet washers are just part of the line of over 3000 'Sexauer' Triple-Wear plumbing repairs parts and patented precision tools.

Get complete information on Easy-Tites and other cost-cutting 'Sexauer' materials. Send for our FREE, new, 118 page Catalog H. Fill in and mail the coupon today.



J. A. Sexauer Mfg. Co., Inc., Dept. X-34
2503-05 Third Ave., New York 51, N.Y.

Gentlemen: Please send me a copy of your FREE, new, 118 page Catalog H.

My name Title

Institution

Street

City Zone State

SEXAUER
THE WORLD'S LEADING SPECIALISTS IN
PLUMBING AND HEATING REPAIRS & PARTS

LIBRARY

12 in the series *Practical Suggestions for Teaching*. It aims to help the school carry out "its responsibility for recognizing and developing these individuals' capacities in the early years of their school careers." Bureau of Publications, Teachers College, Columbia University, New York 27, N. Y. Price: 95¢.

Prevention and Treatment of Deviant Behavior, by personnel of the Erie schools, describes the work in that city's schools to handle delinquents and other poorly-adjusted children. School District, City of Erie, Pa.

Home Economics in the Secondary School is the October, 1953, issue, *Bulletin* of the National Association of Secondary-School Principals, NEA. It covers "philosophy, purpose, and scope; space and equipment; relation of home economics offerings to the total school program and to the community and opportunities and responsibilities of principals and other administrators." Publication No. 196, National Association of Secondary-School Principals, NEA. Price: \$1.50.

The Development of Educational Dramatics and its Status in Texas Secondary Schools, by Loren Winship, chairman, Department of Drama, University of Texas. Explains Texas programs carried out to make dramatic arts part of the total educational curriculum "to give the maximum number of pupils an opportunity to modify their behaviour to the best social and personal ends." Research Study No. 14, Texas Study of Secondary Education, University of Texas, Austin 12, Texas. Price: \$1.00.

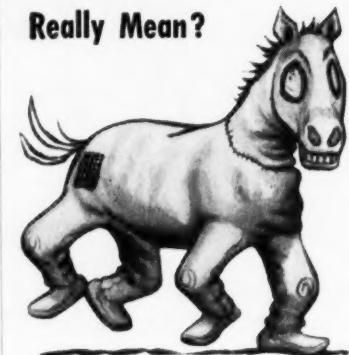
How Children Use the Community for Learning, by Effie G. Bathurst, describes Cambridge, Ohio, project to utilize local resources "to meet better the everyday needs of the children." Bulletin 1953,



What Does

"or equal"

Really Mean?



When you specify sporting goods you naturally are concerned with the quality.

You can be sure when you request and get the brands you want! . . . but, can you be sure when you also state "or equal" on your request.

Ever stop to think of the trouble you let yourself in for when you specify "or equal"? Who's to say what may be equal —ten different experts might have ten different interpretations.

Why take chances on trouble with equipment that you can't be sure of. Specify the brand or brands you want and be sure.

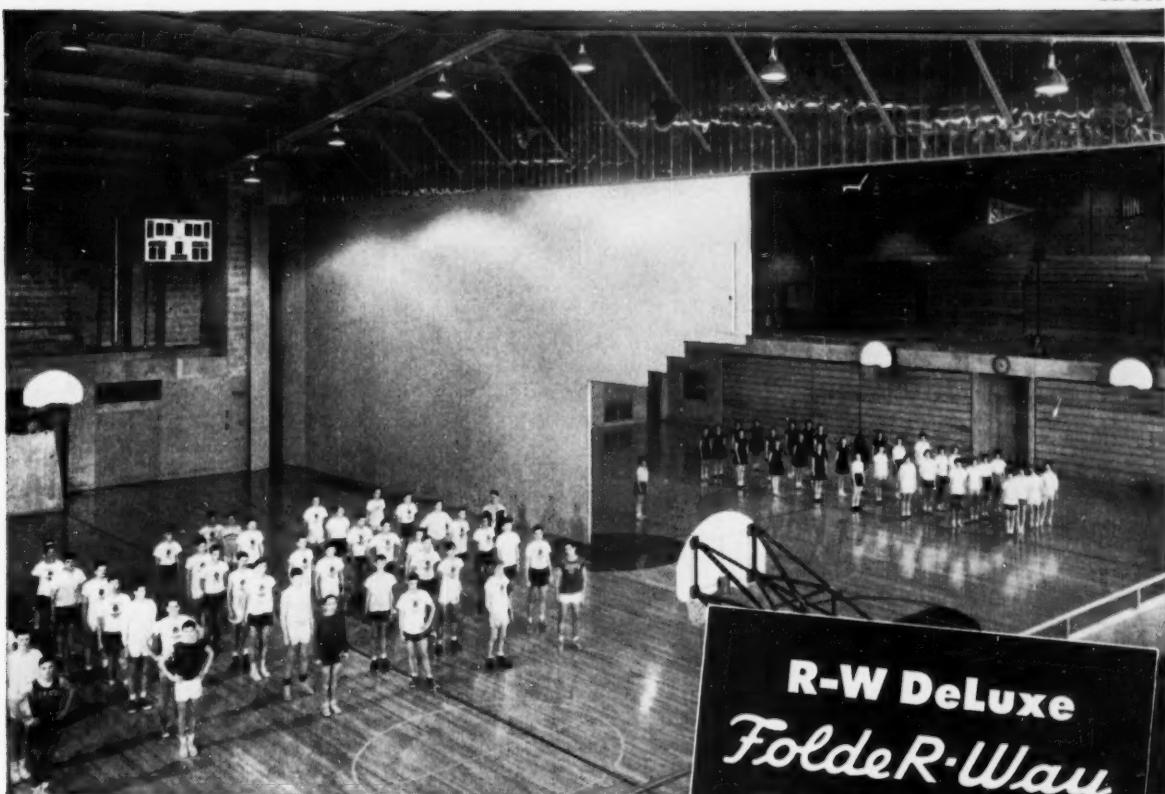
THE SIGN OF A SPECIALIST IN SPORTS



NATIONAL SPORTING GOODS ASSOCIATION

1 North LaSalle Street

Chicago 2, Illinois



Hinsdale, Illinois High School, Childs and Smith, Architects

"In a class by itself!"

Fully Automatic . . . Electrically Operated

R-W DeLuxe fully automatic electric sound-retarding folding partitions are rapidly becoming the standard of excellence in schools throughout the nation. Designed and engineered for extra performance, they offer more years of service with less maintenance. That's why leading school architects and progressive Boards of Education specify Richards-Wilcox to solve problems of space and expenditure.

R-W FoldeR-Way Partitions are designed to permit maximum use of

available space. Duck-covered, sound-insulated, acoustically designed doors are 3" thick to provide the ultimate in "sound-stifling" construction. Each partition section locks firmly to the floor without floor bolts, tracks or manually operated devices. All operations are electrical—you turn the switch key, Richards-Wilcox does the rest. The DeLuxe FoldeR-Way Partition opens and closes automatically—smoothly and silently. No manual effort required.

For complete information on how to cut costs and overcome crowding with R-W FoldeR-Way Partitions and Classroom Wardrobes, telephone, write or wire our nearest office today. No obligation.

R-W also features
manually operated FoldeR-Way
Partitions and Classroom Wardrobes.



R-W No. 237 Manually Operated FoldeR-Way Partition



R-W No. 780 Classroom Wardrobe

Richards-Wilcox Mfg. Co.

"A HANGER FOR ANY DOOR THAT SLIDES"

526 W. THIRD STREET, AURORA, ILLINOIS

March, 1954



1880

1954

Reg. U. S. Pat. Off.
SLIDING DOOR HANGERS & TRACK • FIRE
DOORS & FIXTURES • GARAGE DOORS & EQUIP-
MENT • INDUSTRIAL CONVEYORS & CRANES •
SCHOOL WARDROBES & PARTITIONS •

SAVE TIME—WORK! CUT MAINTENANCE COSTS...

With the powerful new super model Ariens



Self-propelled
with optional
2-speed
wheel drive.

Yardster ROTARY TILLER

Prepare level, aerated seedbed without spading; cultivate all season long, close to plants, between rows, without hand hoeing! 2 h.p. engine; fingertip tiller idling clutch; non-winding, non-breakable "L" tines; improved anti-friction bearings! Tills 12" wide, up to 6" deep. Two 10" cog-tire wheels; optional 2-speed wheel drive. All-steel hood for complete side and top protection—an Ariens exclusive! Attachments: power sprayer, rotary mower, rotary Sno-Thro plus other work-saving accessories. Priced amazingly low!

See your dealer for full details or write:

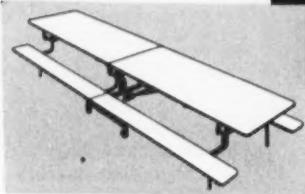
Ariens

173 Calumet St.

Brillion, Wis.

No. 4 in a series

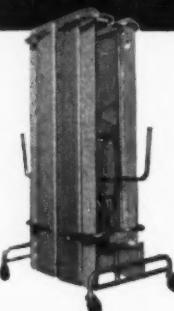
For cleaner,
roomier lunch areas



As school population increases, crowded lunch rooms are more difficult to keep clean and in order. Now, you have the economical solution—SICO B-Y tables! Not wall mounted; there is more room for windows and natural daylight, giving a feeling of spaciousness and ending that "cooped up" feeling. Easy to clean with a damp cloth, laminated SICO B-Y table tops resist cuts, stains, abrasions—no unsanitary aluminum banding is needed to protect surface edges. Handsome, smooth-rolling SICO B-Y tables can be unfolded and folded quickly and safely by a child, allow speedier floor cleaning, reduce custodian work, increase seating capacity by as much as 33%. Maintenance free, electric arc welded, structural steel tubular frame—no hinges. Chip proof zinc lustron plated. For complete information, see your SICO distributor or write today to

Inc. 6045 Pillsbury Ave. S., Minneapolis 19, Minn.

Seating



LIBRARY

No. 6, Office of Education. Price: 20¢.

How Children Learn to Write, by Helen K. Mackintosh and Wilhelmina Hill, discusses six important questions on this subject, and "shows that the development of written expression is a continuous process which has a simple beginning with young children." Illustrations stress relationship of spelling, handwriting and expressing ideas in writing. Bulletin 1953, No. 2, Office of Education. Price: 15¢.

Toward Better Speech is a manual for teachers of all grades, showing how to conduct functional speech programs. Supt. of Schools, Room 108, 110 Livingston St., Brooklyn 1, N. Y. Price: 40¢.

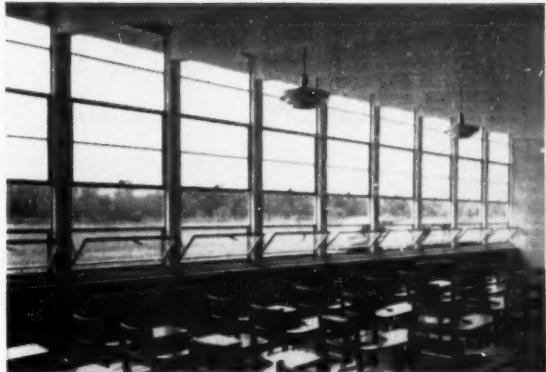
Nation and World

To Live In Faith is a 30-minute dramatic play with overtones of comedy, designed to stimulate thought and action. Explains the work of the United Nations Educational, Scientific and Cultural Organization. Suitable for high school students. Voluntary International Assistance Division, UNESCO, United Nations Headquarters, Room 2201, United Nations, N. Y.

Guidance

Young Workers in the United States is the annual report of the National Child Labor Committee, describing current status of employment of school-age workers, and work of the Committee during the past year. National Child Labor Committee, 419 Fourth Ave., New York 16, N. Y. Price: single copy free, 10¢ each for two or more.

Should Your Child be a Teacher?, by President William F. Russell, Teachers College, Columbia University, is a reprint in booklet form of an article-type advertisement appearing in the *Saturday Evening Post*, *Ladies' Home Journal* and *Collier's*. New York Life Insurance Company.



Maximum light distribution at low cost is achieved by installation of $\frac{1}{8}$ " Mississippi Pentecor Glass glazed in vertical sidewall sash, Clepton High School, Clarksville, Missouri. Kenneth E. Wissmeyer, Architect. Glazing Contractor, Rainbow Glass Company.



Write today for new free catalog,
"Better Daylighting For Schools."
Samples on Request.

Pentecor Glass Provides Ideally Diffused Daylighting To Ease Students Seeing Tasks

The harsh glare and sharp shadows of uncontrolled daylighting in a classroom make precious, young eyes work harder...contribute to loss of interest and dangerous eye fatigue. Pentecor, a handsome figured pattern by Mississippi, is considered by school architects everywhere to be extremely effective in flooding interiors with softened, diffused daylight. Pentecor provides the maximum in light distribution...makes seeing tasks easier...eliminates overly bright areas and harsh contrasts.

Students see better, feel better, in classrooms flooded with diffused daylight. Rooms appear larger, cheerier and bright as all outdoors.

For utility and beauty specify translucent, light diffusing glass by Mississippi. Available in a wide variety of patterns and surface finishes wherever quality glass is sold.

Mississippi, world's largest manufacturer of rolled, figured and wired glass, maintains an experimental building on factory grounds for the study of daylighting in the modern school. When you build or remodel your school buildings, take advantage of this wealth of information and experience.

MISSISSIPPI *Glass* COMPANY
88 ANGELICA ST. SAINT LOUIS 7, MO.
NEW YORK • CHICAGO • FULLERTON, CALIF.



WORLD'S LARGEST MANUFACTURER OF ROLLED, FIGURED AND WIRED GLASS

SCHOOL LUNCH



School lunch planning is a cooperative project in Cedar Rapids, Iowa. The cafeteria program is a department of the Division of Special Services. Here, Division Director Doolin (second from l.) meets with (l. to r.) Cafeteria Director Clapp, Chief Engineer Suma, High School Principal Tracy, and Head Cook Sorenson. Several times throughout the year, meetings are held for all cafeteria personnel from schools with lunch programs. These are characterized by "wide participation among the membership."

Cooperative Administration

Is the Key to Cedar Rapids' Lunch Program

by RUIE B. DOOLIN

To the wise administrator, lunchtime is an occasion for developing the initial steps in education for good eating. It offers the opportunity to help youngsters cultivate good manners, cleanliness in eating and personal and social growth through fellowship.

These might be called the goals of a comprehensive school lunch pro-

gram. To accomplish these purposes, a clear-cut, functional administrative framework is essential. The lunch program in Cedar Rapids, Iowa is administered with this in mind.

The first requisite to organizing any subsidiary program within a larger system is accepting the program as an integral part of the total program. This gives it status, and once status is established, the necessary personnel, funds and facilities can be acquired.

In Cedar Rapids, the cafeteria program is a department of the Division

of Special Services, one of two divisions of the school system, the other the Division of Curriculum and Instruction. The cafeterias department is composed of seventeen school lunch units—four in the high schools and thirteen in the elementary schools. Three elementary schools, for lack of physical facilities, do not have a lunch program.

This department is supervised by

Mr. Doolin is director of the Division of Special Services for the Cedar Rapids, Iowa, public schools.

**LOOK
FIRST**



Many other sizes available.
Stainless Steel or oven baked
enamel.

**THE
ORIGINAL**

THURMADUKE

SANITARY WATERLESS FOOD WARMER

Let your Thurmaduke Dealer show you why Thurmaduke is first. See how Thurmaduke saves owners up to 70% in operating costs by eliminating the unsanitary, wasteful water-pan.

See how Thurmaduke Selective Heat Control keeps the food in each compartment at the temperature best suited to preserve appearance and flavor . . . reduce shrinkage.

See how heavy insulation in all sides and bottom of each compartment increases efficiency . . . reduces heat loss.

See how these and many other Thurmaduke features combine to give you more—in '54.

If you don't know your nearest Thurmaduke Dealer, drop us a line for his name and address.

**AT THE
ONE
THAT
IS
FIRST**

**in performance
in features
in beauty
in sales**

**write
for catalog
S-543**

DUKE MANUFACTURING CO. • 2305 NO. BROADWAY • ST. LOUIS 6, MO.

LUNCH

a full time director whose office is in the central administration building. The director has half time secretarial assistance.

Major responsibilities of the director of cafeterias are the screening and selection of cafeteria personnel; the receiving, storing, and dispensing of surplus commodities and the buying of a considerable amount of

food in addition to what is donated by the Federal government.

These activities are all handled through a central administrative system. Supplies are sent from the central administration building to the several schools by way of a regular truck delivery service in the school system. Of course, the truck service is for other activities of the school, and is not a special one for cafeterias.

Another responsibility is that of holding regular cafeteria staff meet-

ings, as often as needed, but held regularly once every two weeks. Usually present at these meetings are the head cooks, who double as cafeteria managers. But throughout the year there will be three or four general cafeteria staff meetings for everyone.

Oftentimes these meetings are scheduled just prior to special functions and special days, and a program fitting to the occasion is presented to the group with wide participation among the membership. This activity has proven a pleasant experience, and generous approval of it has been expressed.

To gain understanding of the hot lunch program among students, parents and faculty, a broad and intensive educational program is carried on. The director of cafeterias, assisted by others of the school staff, is largely responsible for this.

The most effective phase of this program occurs when the children are in the lunchroom. Guidance toward the achievement of the lunchroom purposes, as stated earlier, is presented at this time.

It is particularly essential that the educational program begin when the lunch program is first set up. Efforts in this area, however, are never relaxed.

Preparation of menus, budgetary recommendations, budget supervision, development of working standards and establishing buying procedures are all part of the director's responsibilities.

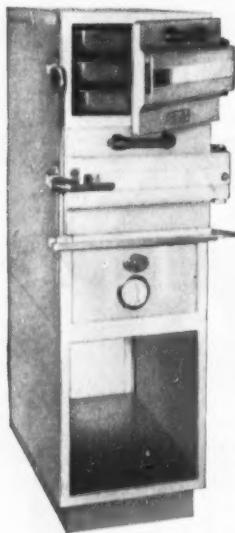
Since most school systems now find themselves engaged in building programs or new construction, it is well to point out the important part to be played by the cafeteria director in planning the new building.

She works closely with school architects, engineers, and administrators in developing plans for the kitchen and the dining room. School architects are particularly eager to have this assistance in order to apply to the plans the knowledge that comes from experience in the operation of school lunch.

The director's chief contribution here lies in the area of location of

SE-425

Every Modern School Kitchen serving 50 or more meals should have a Steamcraft or STEAM-CHEF



Steamcraft (Junior size) steamer illustrated is available in counter or floor mounted styles for direct steam, gas or electricity—one or two compartment sizes. STEAM-CHEF, for larger kitchens, available in sizes and styles to meet requirements.

here's why:

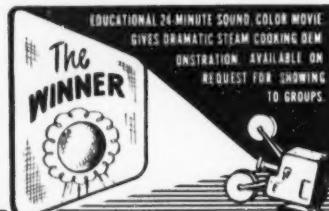
1. Steam cooked food looks better, tastes better because natural juices, flavor, color and vitamins are retained.
2. Steamcraft and STEAM-CHEF conveniently make possible cooking food freshly at frequent intervals.
3. They reduce left-overs, by making small-lot cooking practical.
4. They are economical—cooking up to 50 pounds of food for about 1c.
5. They save food by reducing shrinkage and eliminating burning.
6. They save labor by eliminating pot-watching and handling of heavy pots and pans. Also by eliminating scouring of burned or boiled-dry pans.
7. They save time by starting cooking instantly and the moist heat penetrates quickly.
8. They save space by their compact design, utilizing height, not length or breadth.
9. They are versatile—ideal for blanching french fries, heating frozen or canned foods, pre-cooking and re-heating, in addition to cooking vegetables, meats and other foods.



THE CLEVELAND RANGE CO.

"The Steamer People"

3333 LAKESIDE AVE. • CLEVELAND 14, OHIO





NO BREAKAGE IN OVER 3 YEARS!

—A CUM LAUDE REPORT ON MELMAC® DINNERWARE FROM HENRY GRADY HIGH SCHOOL, ATLANTA, GA.



Serving an average of 700 students and faculty members every school day . . . for over three years . . . without any known instance of breakage — that's the good report from Henry Grady High School on dinnerware made of Melmac molding material.

And why do they give Melmac dinnerware straight A's at Henry Grady? A number of reasons, such as

. . . the way their Melmac dinnerware doggedly defies breakage — delivers budget-saving economy. *If active teen-agers don't shatter Melmac, who will?* . . . and Melmac's rich, lustrous colors — in this instance the school colors, a nice touch in a school cafeteria.

. . . also there's Melmac's deceptively light weight which makes light work for many hands — young hands!

. . . and the clatter-free way Melmac behaves! It stacks about as quietly as your blackboard erasers . . . and whatever racket you hear in school cafeterias served by Melmac, it's *not* from the dishes!

Why not enroll Melmac dinnerware in your school at once? We'll be glad to send you full information in the illustrated booklet, *Of Melmac Dinnerware* — and you can ask your supplier to show you the variety of attractive colors and designs available.

Good-looking! Melmac's appetizing colors make foods appealing, meals more fun.

AMERICAN CYANAMID COMPANY

PLASTICS AND RESINS DIVISION
38D ROCKEFELLER PLAZA, NEW YORK 20, N. Y.

In Canada: NORTH AMERICAN CYANAMID LIMITED
Royal Bank Building, Toronto, Ontario
5350 Royalmount Avenue, Montreal, Quebec

Melmac is a registered trade-mark of American Cyanamid Company, New York 20, N. Y., for Melmac Molding Compounds used in the manufacture of dinnerware and other modern products.

LUNCH

kitchen furnishings such as stoves, sinks, mixers, dirty dish return, dishwasher and the like. To feed children on a large scale basis, careful planning of this sort not only pays big dividends, but is essential.

The local school cafeteria director bears the same administrative relation to the school lunch program as any other special supervisor bears

to his program of art, physical welfare, music, etc. The individual, therefore, is the chief local administrative officer of the total program in his school, and of course in this capacity has direct responsibility for the lunch program in his school.

No program in a school system comprised of multiple schools can operate solely by leadership from the central administration. In each cafeteria, the personnel are organized in the following manner: head cook,

who is also manager of the cafeteria; cook's assistant; cashier and records clerk (one person) and helpers.

Head Cooks Share Lunch Administration

These persons are charged with the responsibility of seeing that the necessary amount and quality of food is ready for each day's meal and that it is attractively served.

It should be reiterated that the responsibility for the discipline and control of the students is the responsibility of the school principal; and cafeteria personnel, in this respect, are cooperative members in the same manner as faculty and students.

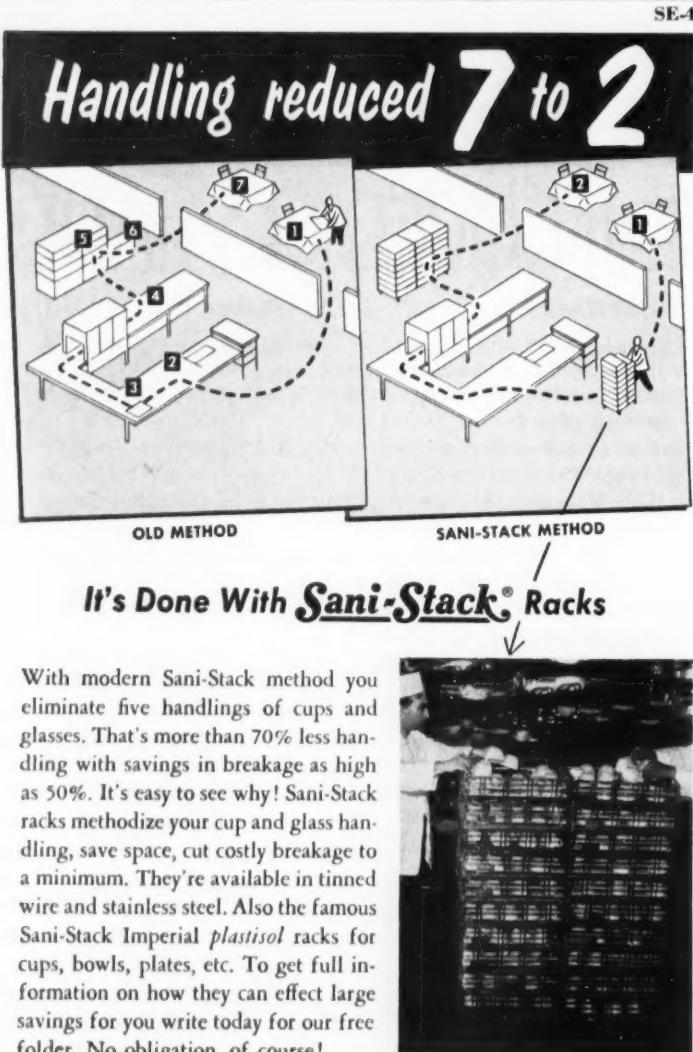
No administrative design is fool-proof. Nevertheless, for the smooth operation of a lunch program, a well established framework of administrative lines is essential.

The ultimate success of a lunch program lies in the cooperation of all concerned — students, parents, faculty members, custodians, cafeteria workers and administration. Lack of enthusiasm or indifference towards the program on the part of any of these can sabotage it.

Admittedly, the program adds responsibilities to the school staff. Wherever possible, adjustments in personnel responsibilities should be made. But at the same time, school personnel have few duties that pay greater returns than those connected with seeing that children, and especially very needy children, have a good, balanced hot meal at least once during the day.

In Cedar Rapids about forty percent of the students, on the average, eat their meals in school cafeterias. From two and one-half to three percent of these are free lunches. Once need is established, free meals are granted. A well balanced hot lunch adds much to a student's general health and insures greater success in school.

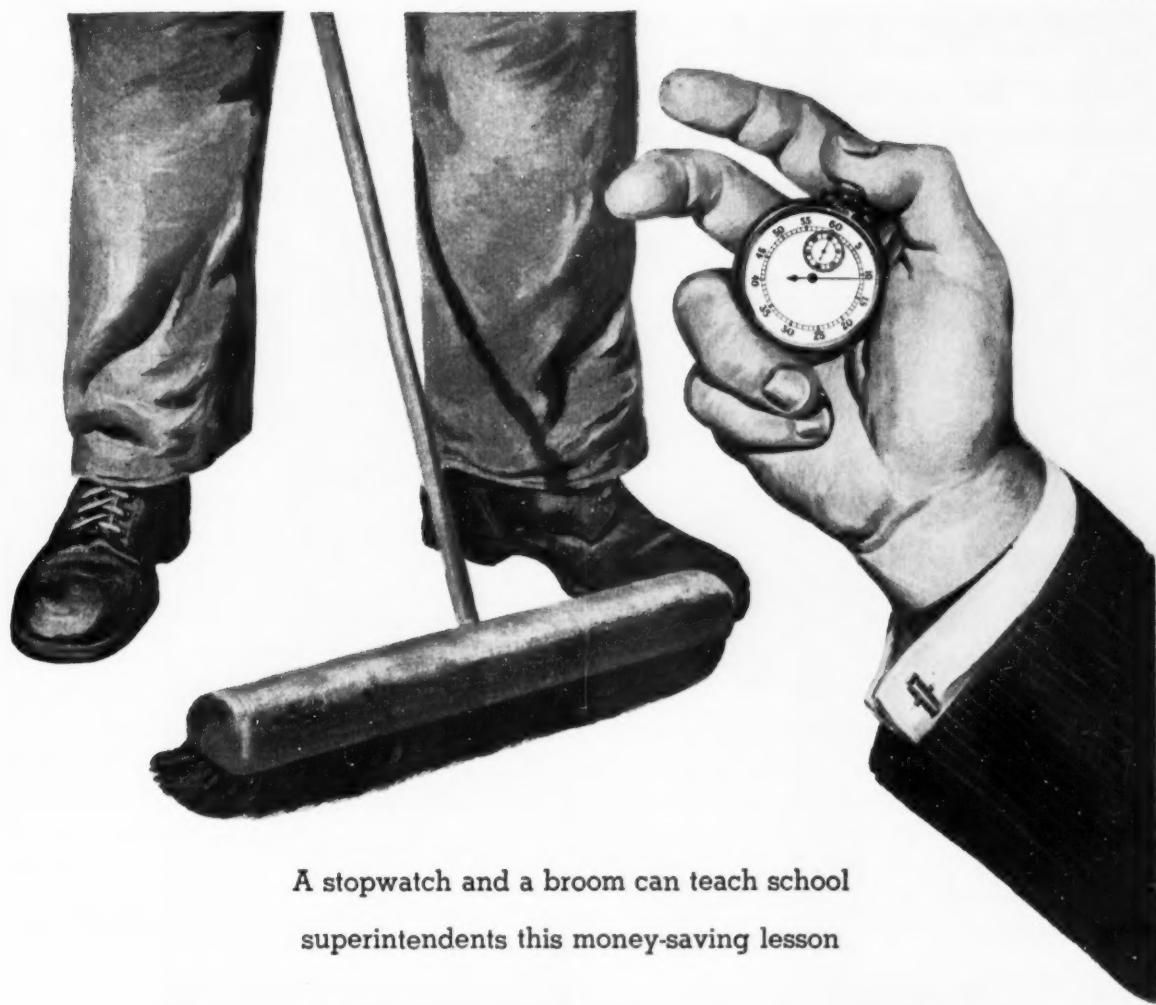
If you would have a successful lunch program, then, give it status and make it an integral part of the school system. An effectively administered system will add much to the total educational program.



**For more than 20 years sold through better
restaurant equipment dealers everywhere.**

Metropolitan WIRE GOODS
CORPORATION

70 Washington Street, Brooklyn 1, N.Y.



A stopwatch and a broom can teach school
superintendents this money-saving lesson

New KENFLEX floors really cut maintenance costs

Why not try it yourself and see how long it takes to *really* clean your present floors! Then, remember that labor time costs money and you'll see why the economical solution to upkeep problems is new KenFlex Vinyl Tile...a *truly greaseproof flooring*, specially created to clean easier, faster, thoroughly...for far less cost.

Smooth, colorful KenFlex never needs waxing except for *extra gloss*...is unaffected by alkalis, alcohols and acids. KenFlex is the one modern floor designed for longer wear wherever spilled greases and oils present a costly maintenance problem. Yet, KenFlex costs less than many floors that offer just a few of its quality features.

Get full details on KenFlex Vinyl Tile—and other Kentile, Inc. resilient tile floors—from the Kentile Flooring Contractor. He's listed under FLOORS in the Classified Phone Directory.

KENFLEX

VINYL TILE [®]

KENTILE • SPECIAL KENTILE • KENCORK • KENRUBBER • KENFLEX •

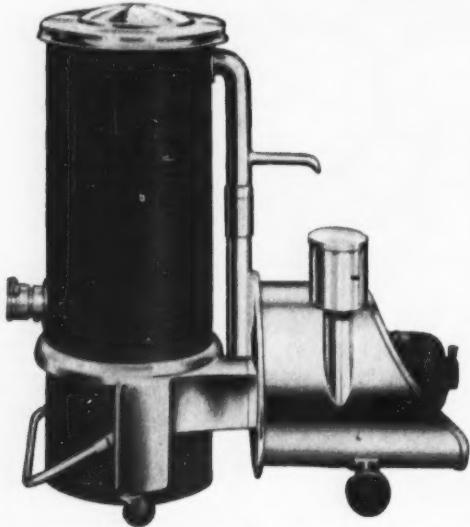
*REG. U. S. PAT. OFF.

Kentile, Inc., 58 2nd Ave., Brooklyn 15, N.Y.

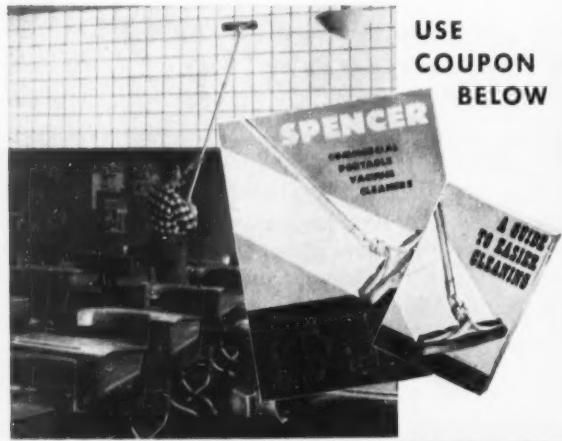
SE-487

SPENCERS'

GREATER VACUUM POWER MEANS CLEANER SCHOOLS



Where the health and well-being of children are at stake, choose Spencers with that extra vacuum power. Get all the dirt — all the time — and with less effort for the operator. When you select a Spencer, you have the finest portable vacuum cleaning equipment available to schools. Detailed literature on request.



THE SPENCER TURBINE COMPANY • HARTFORD 6, CONNECTICUT

SPENCER
HARTFORD

ADDRESS
DEPT. SS

Please send my copy of A GUIDE TO EASIER CLEANING

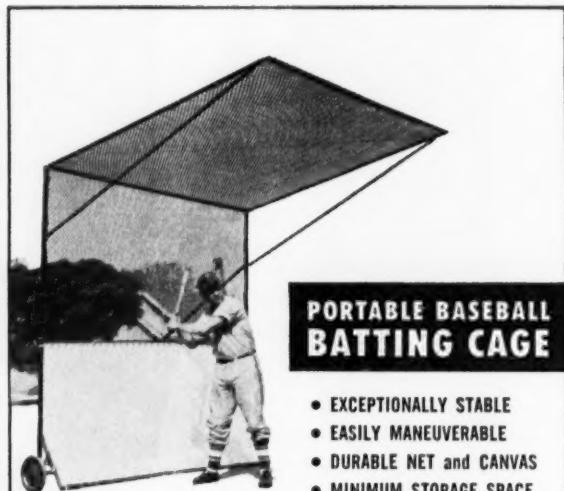
Name _____

Street & No. _____

City & State _____

48P14

SE-488



PORTABLE BASEBALL BATTING CAGE

- EXCEPTIONALLY STABLE
- EASILY MANEUVERABLE
- DURABLE NET and CANVAS
- MINIMUM STORAGE SPACE

Heavy steel tubing frame, engineered for maximum strength and rigidity. Heavy tarred twisted-twine net. Durable white canvas apron (to reinforce net). 10" diam. rubber-tired ball bearing wheels. Wells adjustable guide wheel provides automatic anchor.

Illustrated: Wells Batting Cage No. CB989

9'9" high, 9' wide, 8' canopy (folds to 8'6" high, 9' wide, 5' deep). Knocks down compactly for shipping — shipping weight: 315 lbs.

WELLS

Since 1924

6738 Lankershim Blvd. (P. O. Box 192)
North HOLLYWOOD, California

SE-489

Versatile as a Teacher...



Does a Job Fast and Well . . . positive Rotary Feed

gives 150 perfect copies per minute. Exclusive new Raise-and-Lower Control gives perfect centering of copy with ease.

A Good Organizer . . . seatwork, tests, bulletins, programs produced professionally, economically, easily.

Many Superior Features . . . such as Adjustable Pressure Control, Visible Fluid Supply, Reset Counter, etc.

See the Model 70 Conqueror at
major educational meetings,
at your school supply dealer or
write today to

Only \$185⁰⁰
Plus F. E. Tax

THE HEYER CORPORATION

1866 S. Kostner Ave.
Chicago 23, Illinois

Watch for the Automatic ELECTRIC Conqueror! Ready Soon!

*Feast your eyes on America's newest,
most modern and practical...*

A-D's CRUSADE^R

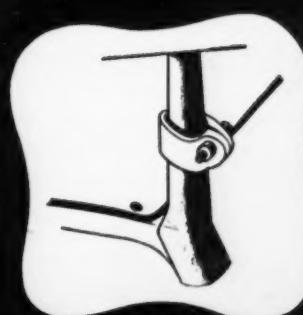
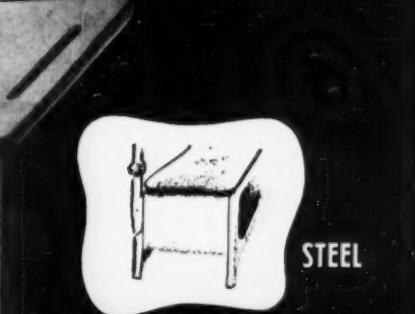
Chair Desk



The features of this chair add up to a point-by-point outline of the perfect chair desk — one unit with all of these features combined:

- Built-in posture control in seat and back
- Larger-than-average storage space
- Heavier-gauge steel construction for durability and rigidity
- Room and comfort of the one-post arm support

Write or wire your American Desk distributor for a personal demonstration of this superior classroom unit.

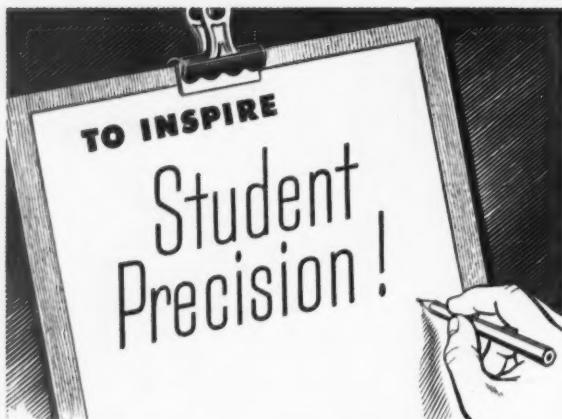


which we believe is the unqualified best on the American market. After adjusting the height desired in the tablet arm, set the post-arm lock—and it stays there, without twisting, distorting or turning, even under the most rugged use.



A-D's extended front legs and heavy steel bottom go a long way to eliminate easy tipping.

American Desk
MANUFACTURING COMPANY • TEMPLE, TEXAS



Preferred by instructors because they inspire students to new achievements . . . WESTON instruments also are the choice of practical administrators because their ruggedness and year after year dependability make their cost remarkably low! Ask for bulletin listing all instruments.

WESTON Electrical Instrument Corporation,
614 Frelinghuysen Avenue, Newark

For Advanced Requirements MODEL 622



Ultra sensitive instruments of the double pivoted type requiring no leveling when used in horizontal position. Combine high accuracy and a 6.1 inch scale . . . ideal for precise measurements of potential and current at very low energy levels. Available as d-c voltmeters, millivoltmeters, milliammeters and microammeters; electrolysis volt-millivoltmeters and high resistance voltmeters—also as a-c rectifier type instruments and as thermocouple ammeters, milliammeters and voltmeters.

For Electrical Machinery Labs MODEL 633

A clamp-on volt-ammeter built to Weston standards of safety, accuracy and dependability. Five full scale a-c current ranges of 1000/250/100/25/10 amperes with range overlap. Three self-contained a-c voltage ranges of 700/350/175 volts—insulated for 750 volts. Has convenient 6 position switch easily operated by thumb-adjustable pointer stop facilitates measuring starting current of motors.



WESTON



Instruments



World's Leading Curtain Tracks and Controls

"BEST SELLERS"

wherever new schools are being built!

SPANOTRAC

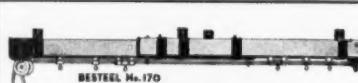


Sturdy drapery track specifically designed for

- Blackout windows in Audio-Visual classrooms
- Partitioning classrooms in schools, churches, etc.
- Auditorium windows . . . Small stages

Track and Carrier Assembly

Recommended for use with light to medium weight curtains. Available in aluminum track, installed single in one section.



CURTAIN TRACK EQUIPMENT FOR AUDITORIUM STAGES

BESTSTEEL and SILENT STEEL are still the most popular tracks in America for medium and heavy duty performance in lengths up to 36 feet. BESTSTEEL is now available with nylon ball-bearing carriers.

Write Dept. AS-3 for further information

AUTOMATIC DEVICES CO.

116 N. 8th Street

● Allentown, Pa.

"We Support the Most Celebrated Curtains in the World"



With school space at a premium, Fairhurst School Wardrobes offer unique space saving benefits: Exclusive interior design accommodates apparel of at least 45 pupils in 2 ft. deep by 12 ft. space. Interior is free from obstruction with doors open or closed. Opened, doors are entirely out of way. No floor track. Continuous slate blackboards and chalk rail can be provided as well as cork bulletin board. Special closets, bookcases or compartments may be incorporated with wardrobes.

● Write for full details.



The disappearing door wardrobe was originated by John T. Fairhurst.

John T. Fairhurst Co., Inc.

45 West 45th Street

New York 36, N. Y.

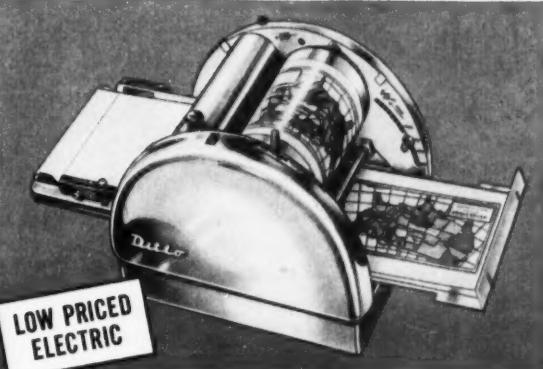
NOW! DITTO. ®

HAS 3 DUPLICATORS PRICED FOR THE SCHOOL FIELD!

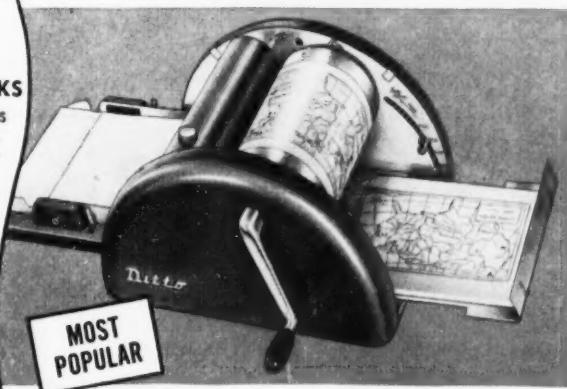
USE YOUR DITTO FOR
POSTERS
NEWSPAPERS
LESSONS
EXAMINATIONS
PROGRAMS
DRAWINGS
OFFICE FORMS
OUTLINES
GRAPHS
ATHLETIC SCHEDULES
TICKETS
BIBLIOGRAPHIES
NOTICES
LECTURES

65 NEW WORKBOOKS

New subjects include: A.B.C. Book for Beginning Handwriting—Phonics—Learning Vowels and Learning Consonants—Reading Readiness. Birds: (Grades 2-4 level). Completely new and modern Arithmetic Books: 3 parts for each of grades 2 through 8. Dozens of other titles. \$3.25 for Direct Process.



1 DITTO D-11 Liquid Duplicator—Teacher simply flips a switch on this new electric D-11 and copies pour out two a second!



2 DITTO D-10 Liquid Duplicator—The world's most popular school duplicator. Hand-operated, 120 copies per minute. The economy model of the DITTO line.



3 DITTO D-15 Liquid Duplicator—Extra features... the counter, the receiving tray that doubles as a cover, plus unmatched durability.

All make 120 BRIGHT COPIES a minute... of anything typed, written, drawn or printed in 1 to 5 colors at once

NO MATS... NO STENCILS...
NO INKING... NO MAKE-READY

NOW! Cut Copy Costs! The DITTO original or "master" can reproduce up to five colors in one operation—of anything you can trace, draw, write or type—any announcement, form, bulletin, booklet, map, poster, drawing, instruction sheet, etc... in seconds, for pennies!

NOW! Just snap that master on the new DITTO D-10 duplicator and out come 300 to 500 copies, at 120 a minute, each one in full, vivid colors. Use any weight of paper or card stock, in any size from 3" x 5" to 9" x 14". If you do not need many copies at once, file it away for later re-runs—meanwhile changing data, pictures or colors as you please.

Put DITTO to work for you.
Mail the coupon now!

® Trade mark reg. U. S. Pat. Off.
DITTO, Inc., 621 S. Oakley Blvd., Chicago 12, Ill.
In Canada: DITTO of Canada Ltd., Toronto, Ont.
(prices slightly higher in Canada)

FOR BRIGHT COPIES AND BRIGHTER CLASSES
MAIL THIS NOW!

DITTO, Inc., 621 S. Oakley Blvd., Chicago 12, Ill.
Gentlemen: Without obligation to me please send:

- Literature on new D-10; D-11;
- D-15 Duplicators
- Arrange a DITTO demonstration for me;
- FREE: DITTO Workbooks Catalog, and
FREE Sample Lessons
(Note: for liquid duplicators only)

Name _____
School _____
Address _____
Post Office _____ County _____ State _____

SE-436
**"Man This Fuller Wet Mop
 Sure Is All Mop"**



Absorption...rinsing qualities...tensile strength...you get them all in a Fuller Wet Mop. Together they add up to standard quality. You expect it in any wet mop, but you don't always get it. But Fuller guarantees standard quality because Fuller Wet Mops are laboratory-controlled. Whatever your mopping needs, there's a Fuller Wet Mop that can do the job best. Available in 12-16-20-24 and 32 oz. wghts. Mail your Supply Bid to . . .



INDUSTRIAL

Fuller
BRUSH CO.

DIVISION

3556 MAIN ST., HARTFORD 2, CONN.

Power driven brushes, Factory & institutional cleaning tools, Waxes & Detergents

SE-437
**ON EVERY
 SCHOOL JOB...**

**THE NEW
 HAWS**



HAWS
 Model No. 2000
 Series

**DECK TYPE
 VANDAL PROOF**

DRINKING FOUNTAIN can be installed with practically any combination of HAWS Fixtures...Pantry Faucets...bubbler type Drinking Faucets...Fill Glass Faucets or HAWS Emergency Eye Wash Fountain! The ideal deck type drinking fountain for all school classroom and laboratory requirements. Adaptable for industry, too! Finished in acid resisting white enamel with stainless steel mounting rim.

• WRITE TODAY for brochure showing versatile applications and details!

HAWS DRINKING FAUCET CO.

1437 FOURTH STREET (Since 1909) BERKELEY 10, CALIFORNIA

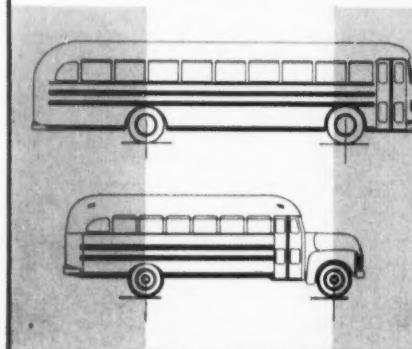
SE-438

BLUE BIRD ALL AMERICAN



209" W.B.—Forward control motor • SEATS 75

The All New Modern Standard for School Transportation Equipment



Blue Bird All
 American
 209" W.B.
 Seats 75

Conventional
 School Bus
 199" W.B.
 Seats 48

Blue Bird Adds 10"
 of W.B. and seats
 27 more children

How do we do it?
 Write for
 information
 or representative.

Blue Bird Body Co.,
 Fort Valley, Ga.

Gentlemen:

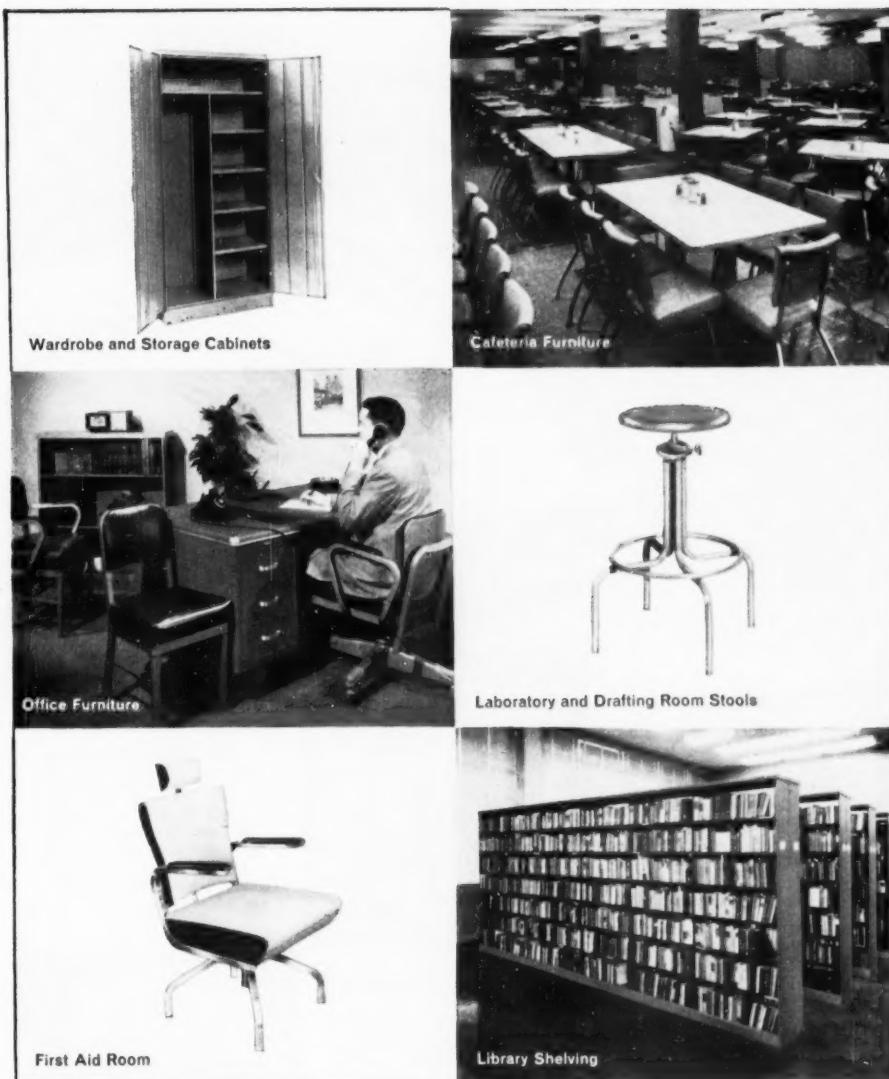
I am interested in information on the following:

____ 54 Pass. ____ 60 Pass. ____ 75 Pass.
 Blue Bird All American Bus

Name _____

Address _____

City _____ State _____ County _____



Royal Metal Furniture for every school department

Office, lounge and reception room furniture . . . cafeteria furniture . . . library shelving . . . laboratory and drafting room stools . . . first-aid room chairs . . . wardrobe and storage cabinets . . . adjustable desks—all are a part of the complete Royal line of fine metal furniture. For the standardization of school furniture and simplification of purchasing, contact your Royal franchised dealer.

COMING SOON!
The sensational new Royal steel adjustable desk
WATCH FOR IT!

ROYAL METAL MANUFACTURING COMPANY

175 North Michigan Avenue, Dept. 173, Chicago 1

Factories: Los Angeles • Michigan City, Indiana • Warren, Pa. • Walden, N. Y. • Galt, Ontario
 Showrooms: Chicago • Los Angeles • San Francisco • New York City

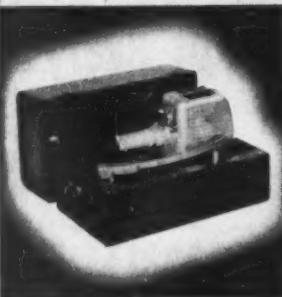
Royal
 metal furniture since '97

**No matter which you use...
EVERY**

PROJECTOR IS .

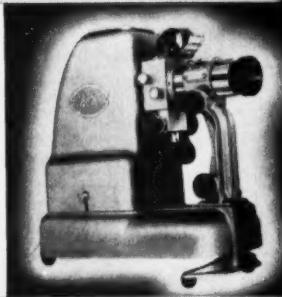
Many projectors LOOK somewhat alike, in appearance and price—but Viewlex has something extra! Rigidly controlled standards of QUALITY carried through every step of manufacturing assure projectors that are trouble free and a delight in operation. VIEWLEX QUALITY CONTROL is a precious property—it is the real reason why Viewlex guarantees every Viewlex projector for a lifetime!

*Guaranteed
for a
Lifetime*



VIEWLEX VIEWTALK

Plays standard and long-playing records, up to 16"—two permanent needles on twist arm. 33 1/3, 45, or 78 r.p.m. Model WR—4" x 6" detachable speaker for 150 or 300-watt Viewlex projectors. Model WHD—6" x 9" detachable speaker for 500-watt projector.



VIEWLEX AP-7CT

For professional use where size of audience demands extreme brilliance. For single and double frame, vertical and horizontal filmstrips and 2 x 2 and Bantam slides. Finest optical system ever devised. 750-watt. Motor fan cooled.

V-2C — V-22C — V-25C

For 35mm filmstrip single and double frame, vertical and horizontal pictures, 2 x 2 and Bantam slides, any type mount. Change from filmstrip to slides in seconds. V-2C—150-watt, V-22C—300-watt motor fan cooled. V-25C—500-watt motor fan cooled. 3-5-7-9-11 inch lenses.



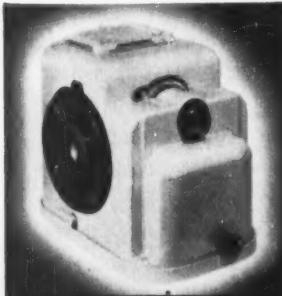
V-4S — V-44S

For single-frame filmstrip. The ideal budget-priced filmstrip projector. Clear, sharp projection; brilliant illumination; simple to operate. Cannot tear film. Model V-4S 150-watt convection cooled. Model V-44S 300-watt motor fan cooled. 2", 3", 5" and 7" focal-length lenses available.



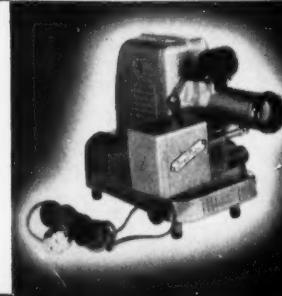
STRIP-O-MATIC

Remote control 35mm filmstrip advance mechanism. Hand-held push-button. Allows complete freedom of movement. Speaker can stand wherever he wishes, or even sit with the audience. For use with all Viewlex filmstrip projectors (illustrated here with V-25C).



VIEWMATIC

Remotely controlled and automatic magazine fed slide projection of 2 x 2 slides. Holds 30 slides, changed by remote control push-button or automatic timer. Runs forward or backward at any speed. For teachers, lecturers, sales and advertising promotions.



Write Dept. 10 for colorful illustrated literature.

"Change-O-Matic" Automatic slide changer accommodates paper, glass, metal, or tape slides intermixed.

Viewlex, INC. 35-01 QUEENS BOULEVARD
LONG ISLAND CITY 1, N. Y.

New Product

Reviews

High School Desk SE-501 *Is Movable, Adjustable*



The American Seating Company announces a new movable, high-school student desk, No. 445. Each unit provides a complete height range for students in grades 7 through 12 and is also suitable for college students and adults.

The desk has a strong plywood top measuring 16 x 23, sloped for writing ease and efficiency. The cradleform seat, free of restricting ridges, has a nylon-bearing swivel and swings smoothly and silently, providing continuous body support in any position. Offset backbraces give extra hip room, and the deep-curved back with self-adjusting lower rail fits each occupant.

Easy-to-use, visible book-storage space is provided on the large, die-formed steel base.

AMERICAN SEATING CO., Grand Rapids, Mich.

anism. The degree of hold-open is set at the factory.

By setting a selector lever easily accessible on the floor plate or threshold, the automatic hold-open will function. The selector lever does not hold the door open, it merely places the automatic hold-open mechanism in contact position so that it engages and holds the door whenever it is opened to the degree which the hold-open is set. A firm pull will release the door.

The Rixson closers with selective hold-open are excellently suited for entrance doors that have large crowds passing through them on occasions—such as at dismissal time at schools and universities or after a lecture.

THE OSCAR C. RIXSON CO., 4442 W. Carroll Ave., Chicago 22, Ill.

Indoor Track SE-503 *Helps Train Trackmen*



The Barber-Greene Co. have developed an answer to the problem of training runners, the Indoor Track Trainer. The machine consists of a running platform 12 ft. long and 24 inches wide, placed 18 inches from the floor level. A flat rubber belt, on which a white center stripe is painted, runs over a heavy, flat metal plate. The driving puller is connected, by means of a flexible coupling, to a 3

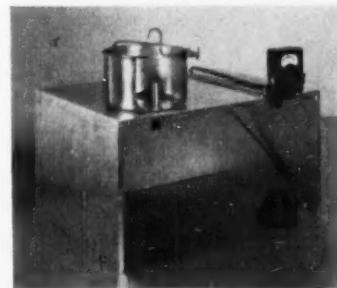
hp variable speed electric motor. There is an infinite range of speeds between a 60 second quarter-mile pace to a very slow walk.

The motor has a two push-button speed control and a special speedometer which shows the belt speed. By reference to a single chart and use of a stop watch, distance travelled can also be computed.

BARBER-GREENE CO., 400 N. Highland Ave., Aurora, Ill.

SE-504

Dishwashing Controls *Feeds Powder Into Dishwasher*



Two new dishwashing controls have been introduced by Wyandotte Chemicals Corp.: the Wyandotte Hydro-Feeder and the Wyandotte Solution Control Meter. The Hydro-Feeder (shown "cut-away") is made only in stainless steel. It automatically feeds washing powder into any make of dishwashing machine.

The new model of the Wyandotte Solution Controller registers "add," "OK," or "too much" on an easily read dial. The meter is adapted to every make of dishwasher.

WYANDOTTE CHEMICALS CORP., Wyandotte, Mich.

(Continued on page 168)

Hold-Open Mechanism *For Rixson Door Closers*

Rixson floor type, heavy duty door closers can now be furnished with a built-in selective hold-open mech-

Slide Projectors SE-505

For 2 1/4" x 2 1/4", 2" x 2" Slides



Viewlex has introduced three new combination 2 1/4" x 2 1/4" and 2" x 2" slide projectors. Model V-5 (illustrated) is a 150 watt, convection

cooled projector; Model V-53 is a 300 watt model, motor fan cooled; and Model V-55 is 500 watts, motor fan cooled.

The light multiplier optical system consists of three condensing lenses and a heat filter. All are mounted on individual coded lens holders. The projectors are available with either a 5" or 6 1/2" coated color corrected, anastigmat professional lens.

A 2 1/4" x 2 1/4" carrier is furnished with the projector and the 2" x 2" carrier may be had at additional cost.

VIEWLEX INC., 35-01 Queens Blvd., Long Island City 1, N. Y.

Mopping Outfit SE-506

For 8 to 16 oz. Mops



A new Twin Tank Mopping Outfit, the Floor-Knight, accommodates smaller size mops from 8 to 16 ozs. There is a new type of side and gear cover which completely encloses the wringer gearing and adds greatly to the mop life.

Water in the mops is squeezed down and out by means of pressure bars spun at both ends into the double-staggered gears of the wringers. The mops slide easily, without tearing, in and out of the wringer, protected against contact with any moving parts except the pressure plates.

The chassis measures 25" in length, 12" in width. It is equipped with 2 1/2" ball bearing casters with soft rubber wheels and is available with or without rubber bumpers.

GEERPRES WRINGER, INC., Muskegon, Mich.

Recording Tape SE-507

Comes in Green, Blue and Clear

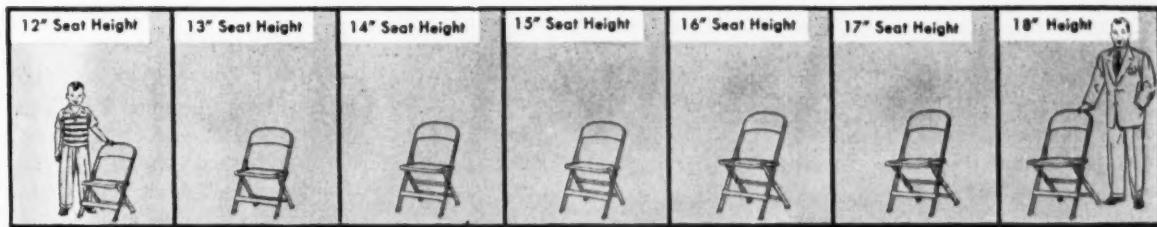
New uses for recording tape are expected to grow out of the development of colored recording tapes by Audio Devices, Inc. The tape is now available in green and blue as well as the standard clear plastic base.

In teaching languages, a length of colored tape, spliced in following the instructor's section, would let students record their own version of the lesson, then play it back for comparison. If necessary, the student could erase his effort and start over again without danger of erasing the instructor's lesson.

Plastic tape reels in a choice of five colors can also be supplied.

AUDIO DEVICES, INC., 444 Madison Ave., New York 17, N. Y.

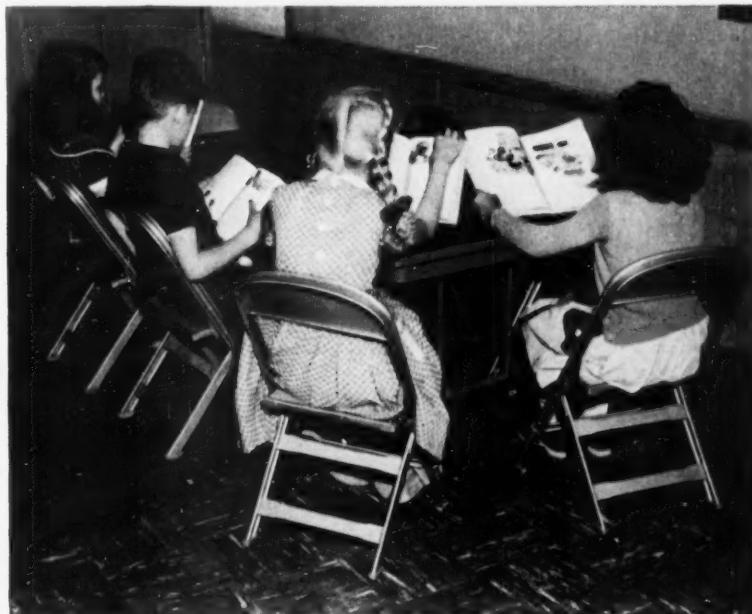
JOHN E. SJÖSTRÖM COMPANY
1717 North Tenth Street, Philadelphia 22, Pa.



FOR YOUR EVERY NEED...FOR EVERY AGE from Nursery School to Adult

Clarin
Presents the
**ONLY Complete Line
of Folding Chairs**

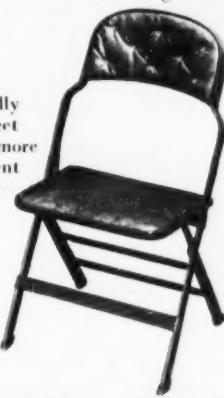
**NOW... Juvenile Chairs
in 4 Seat Heights**



Posture designed—in 12", 13", 14" and 15" seat heights. Clarin offers you a Juvenile chair for every age group, engineered to the highest quality standards. The Juveniles are light, stable, easy to carry. Will not collapse, tip or fold, even though a child stands on them. Because Clarin Juveniles are scientifically designed for comfort and healthful posture, children are far less apt to get restless sitting in them. Available in colors children adore—Fire Engine Red and Kelly Green. Also Opal Grey and Bronze.

For adults too—whatever your need, there is a specially designed Clarin chair to meet that need. Stronger, safer, more comfortable, more convenient . . . and backed by the only written 10-year guarantee in the industry.

Clarin Mfg. Co., Dept. 20,
4640 W. Harrison St.,
Chicago 44, Illinois



**A CLARIN Original—Imitated but Unequalled
A Tablet Arm Chair That Folds!**

The Greatest Advance in Folding Chair History! The Tablet Arm is a built-in part of the chair—not an attachment. Yet it folds down out of the way when not needed, so the chair can be used for ordinary seating. The entire chair folds flat in seconds to 3" depth. Foam rubber cushioning if desired.



You be the Judge . . . Get the Facts . . . Make Comparisons

Compare Clarin with any other folding chair and know why only Clarin chairs can satisfy you. Write today for FREE Illustrated Catalog. Or, tell us what type of chair you're interested in and let us send or bring you a sample to examine.

Clarin

ENGINEERED QUALITY MAKES THE BIG DIFFERENCE IN FOLDING CHAIRS

School Chair

SE-508

Tablet Arms Available

Brunswick's new All-Purpose chair, shown at the A.A.S.A. Convention, may be obtained in either a natural maple or a walnut finish with black sage understructure. The resilient structure of the chair, along with its body-contoured seat and back, add greatly to its comfort.

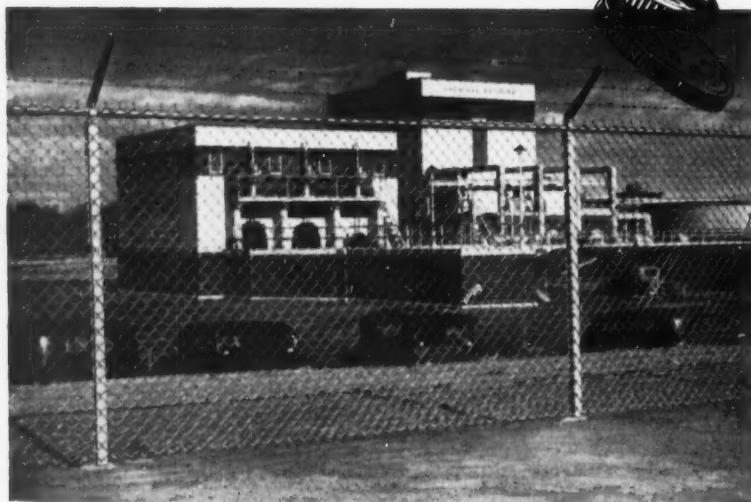
The chair is available with the optional features of arm rests, tablet arm or chair desk top. These are easily attached and make the chair adaptable to many uses.



THE BRUNSWICK-BALKE-COLLENDER CO., 623 S. Wabash, Chicago, Ill.

REALOCK FENCE

saves you money



- ... Saves cost of extra guard personnel
- ... Cuts cost of ground maintenance
- ... Cuts down pilferage losses
- ... Makes possible lower insurance rates
- ... Guards against loss from burglary and vandalism.

Consult your classified telephone directory for nearest sales office or write to any of our three division offices for free estimate or catalogue.

THE COLORADO FUEL AND IRON CORPORATION—Denver and Oakland
WICKWIRE SPENCER STEEL DIVISION—Buffalo

REALOCK FENCE

THE COLORADO FUEL AND IRON CORPORATION

BRANCHES IN ALL KEY CITIES



2013

Microfilmer

SE-509

Three Methods May Be Used

The new Recordak Microfilmer, the Supermatic, provides a choice of the three accepted methods of microfilming: standard, duo and duplex. The standard method utilizes the full width of the film for each exposure. The duo method photographs the fronts of documents down one-half of the film width, and then up the other half. The duplex method consists of simultaneously photographing the fronts and backs of documents, side-by-side on the film.

Interchangeable lens assemblies for the film unit, which is an integral part of the machine, provide reduction ratios of 40 to 1, 32 to 1, 25 to 1, and 20 to 1, using 16mm film. At a reduction ratio of 18 to 1, 35mm film can be used with the duplex method to obtain large, side-by-side pictures of the fronts and backs of closely spaced documents. At the 40 to 1 reduction ratio, as many as 29,000 check-size images, or 28,000 images of 3x5 card records can be microfilmed on a 100-foot roll of 16mm film.

RECORDAK CORP., Sub. of Eastman Kodak Co., Rochester 4, N. Y.

Pouring Spout

SE-510

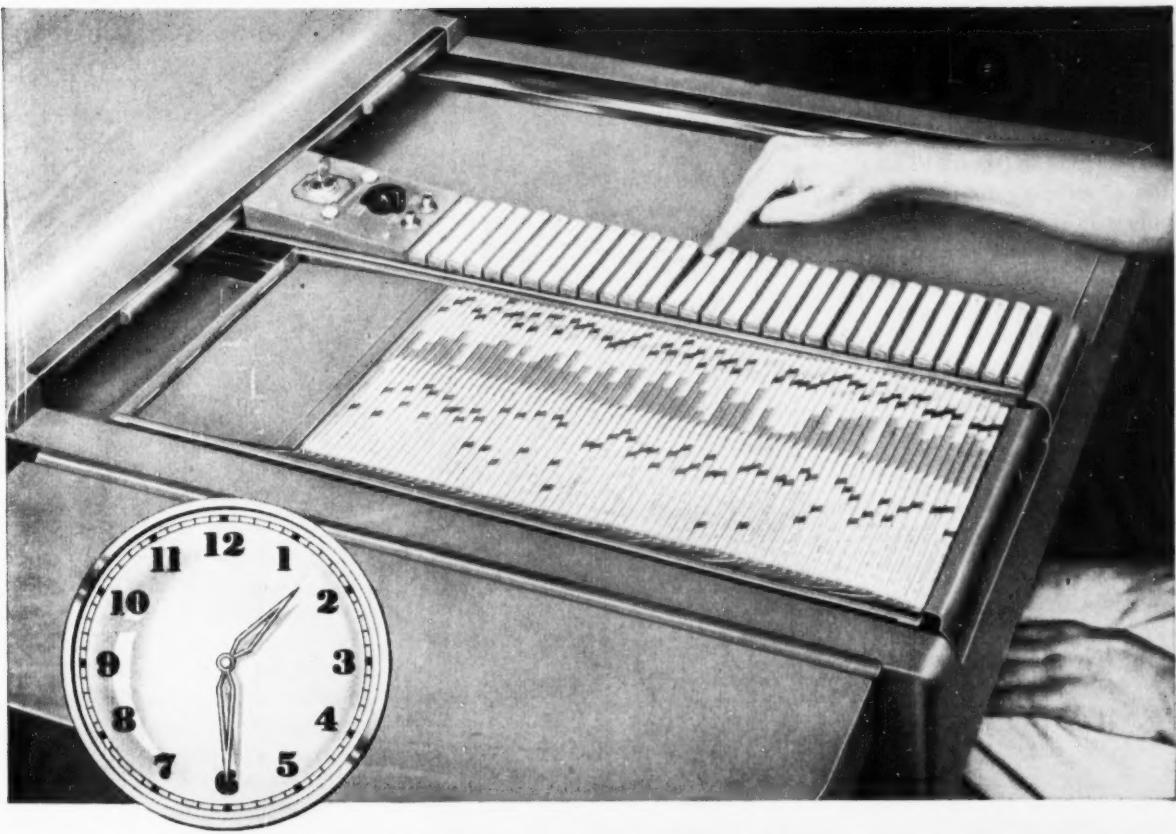
For Laboratory Use



The GS type SO spout provides a safe and easy method of pouring liquids into smaller containers. The new safety vent spout fits bottle openings from 1" to 1 3/8" and has a flow capacity of slightly more than 1 gallon per minute.

A smooth flow without spurts or splashes is assured. The unit is made of acid-resistant rubber and plastic tubing for long life.

GENERAL SCIENTIFIC EQUIPMENT CO., 27 and Huntington Sts., Philadelphia, Pa.



*Up-to-the-minute INVENTORY CONTROL
at your finger tips with* **ROBOT-KARDEX**

From chalk to books...from stationery to basketballs...any item a school district stocks for its schools is controlled more *economically*, more *efficiently*, more *completely* by Robot-Kardex.

Economy? One Robot-Kardex unit used for inventory control will contain over 4000 complete sets of records, yet occupy only 13.4 square feet of floor space. *Efficiency?* The clerk merely presses the index key and, in seconds, any desired Kardex record comes to her electrically, positioned for rapid, convenient, desk-height posting and reference. Robot-Kardex saves up to 30% in employee hours spent in record posting alone! *Completely?* Since most school districts operate within strict budget limitations, Robot-Kardex is especially valuable because its Graph-A-Matic control guards against costly overstocking as well as schedule-wrecking shortages.

A specific (and typical) case of how Robot-Kardex saves inventory dollars deals with the San Diego Unified School District, California. For your free copy of this report, (and there's no obligation) merely write to Remington Rand Inc., Management Controls Reference Library, Room 1934, 315 Fourth Avenue, New York 10, N.Y., or call your nearest Remington Rand Business Equipment Center for CR823.

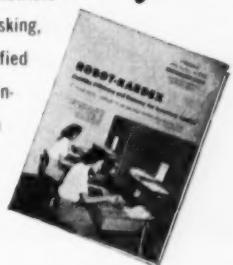
Remington Rand

PROFIT - BUILDING IDEAS FOR BUSINESS



Inventory Control for School Districts

Folder CR823, yours for the asking, shows how the San Diego Unified School District solved a tough inventory control problem with Robot-Kardex. Write or phone for your copy today!



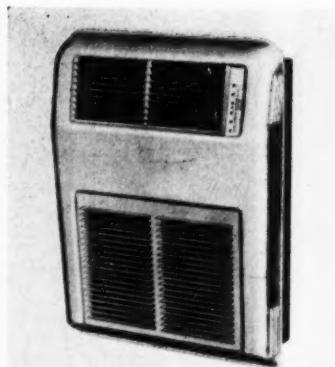
Dimmer Control SE-511

For Theatrical Lighting

A new magnetic amplifier type dimmer control for theatrical lighting systems has been developed by Vickers Electric Div., of Vickers, Inc. Use of self-saturating magnetic amplifiers in the dimmer eliminates the need for electronic tubes and permits operation on control currents of very small magnitude and at low voltage. Dimmer response is instantaneous, without warm-up time, and provides smooth transition of light intensity from full brilliance to complete blackout.

The only moving part in the entire unit is a miniature pilot potentiometer with which the operator controls dimming.

VICKERS ELECTRIC DIV., VICKERS, INC., 1815 Locust St., St. Louis 3, Mo.



Heating System SE-512

Features Thermostat in Each Room

Iron Fireman's new SelectTemp heating system features a thermostat in every room and continuous circulation of filtered warm air. Steam,

SE-340

**Make it a rule
to install
the new
LOW COST WARDROBE
practical...
easy to install**

School executives everywhere are enthusiastic about this good-looking, compact, easy to install coat and hat rack. Finely engineered in non-peeling alumilite finish . . . this space-saving convenient wardrobe is an outstanding buy . . . especially when combined with the commodious teacher's wardrobe and supply closet and smooth, fire-proof gliding curtaining.

Write for literature.



**A. R. NELSON CO., INC.
210 E. 40th ST. • NEW YORK 16, N.Y.**

generated by a low pressure steam boiler, is the heating medium that is used and is conducted through small copper tubing to the compact individual room units. These are normally recessed into the outer walls, leaving only the outer grill extending beyond the wall surface.

Each heater is fully automatic and consists of a copper heat exchanger, steam turbine driven fan for circulating room air through the unit, air filter, and a self-contained non-electric thermostat.

IRON FIREMAN MFG. Co., 3170 W. 106 St., Cleveland 11, Ohio.

SE-513

Recorder-Phonograph *Plays Three Speeds*



The Magneticon is a three-speed portable phonograph which instantly converts into a complete magnetic recorder-playback unit whenever the student or teacher desires to make a magnetic recording on a magnetic record. A magnetic needle simply plugs into the place of the phonograph needle.

MAGNETIC RECORDING INDUSTRIES,
30 Broad St., New York 4, N. Y.

(Continued on page 177)



**24 PAGES OF
TIME SAVING METHODS**

HOW to Sweep and Mop Floors

You and your maintenance staff will want this new booklet because it explains how to trim time and effort from your sweeping and mopping operations.

It gives proved methods that will streamline sweeping and mopping work. Your men will be better, happier workers with time and energy to spare for other maintenance jobs. It tells what type of brush

or mop to use and how to handle it for peak efficiency. The diagrams and simple directions are easy to follow.

This material . . . based on careful job analysis and extensive research . . . helps to improve maintenance methods in any building operation. It is yours FREE on request. There's no obligation.

Write for your copy today.



HUNTINGTON  **LABORATORIES**

HUNTINGTON LABORATORIES, INC.

Huntington, Indiana • Philadelphia, Pennsylvania • Toronto, Canada

write today for your free copy of "How to Sweep and Mop Floors."

Huntington Laboratories, Inc., Department SE-3, Huntington, Indiana

STOP NURSING FLOORS!
Cover them with
PABCO MASTIPAVE



**SUPER-TOUGH, NON-SLIP,
 RESILIENT, LOW-COST!**

FLOOR MAINTENANCE costs in hospitals, schools and other institutions take a nosedive when floors are covered with Pabco MASTIPAVE. Stands up under heavy traffic—resilient, a pleasure to walk on. Easy to clean and safe. MASTIPAVE is non-slip, accident-preventing. In rolls or tiles, Terra Cotta or Black, MASTIPAVE is quickly installed... and costs are *low!* No wonder so

many hospitals, schools and institutions specify MASTIPAVE, America's Number One low-cost, long-life Floor Covering.



For full information on
MASTIPAVE...



FILL OUT THIS COUPON

PABCO PRODUCTS INC.

New York 16 • Chicago 54 • San Francisco 19
 (Mail to Dept. B nearest office)

GENTLEMEN: Without cost or obligation to me, please send your folder, "Every Building needs Pabco MASTIPAVE."

NAME _____

ADDRESS _____

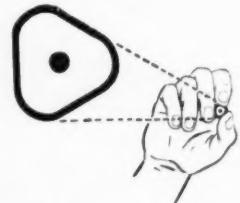
CITY _____ STATE _____

TRYREX

... "the shape"
made to order
 for Students

Our School Series Pencils are specially constructed for easy writing. They're shaped to fit fingers to perfection—never roll.

TRYREX . . . the revolutionary orthodigital shape, designed to fit the normal writing position of the fingers . . . won't roll . . . won't turn in the hand.



Other important features:

- All leads bonded to the wood to prevent pencil breakage.
- Leads fine ground, compact—wear considerably longer than ordinary school pencils.
- Stamped with a harmless non-metallic white pigment.
- Pointed at the factory, ready to use the instant the box is opened.

SEND FOR SAMPLE KIT

RICHARD BEST PENCIL CO.

Springfield

New Jersey

YOU GET CLEAN FLOORS



Twin Tank
 "Floor-King"
 for mops to 36 oz.

**FASTER...
 EASIER...
 AT LOWER
 COST...
 WITH
 Geerpres
 WRINGERS**

Designed to Take the
 Drudgery Out of Mop
 Wringing.

ONLY GEERPRES WRINGERS....

- (1) Squeeze mops drier
- (3) Prolong mop life
- (2) Wring mops uniformly
- (4) Eliminate all splash

Fully guaranteed. Available in two styles and three size ranges to meet all your mop wringing requirements. Write for further information to:

GEERPRES WRINGER, INC.

Manufacturers of High Grade Mopping Equipment

P.O. BOX 658

MUSKEGON, MICHIGAN

Still the Finest for '54

Monroe

**FOLDING PEDESTAL
BANQUET TABLES**



**DIRECT PRICES AND DISCOUNTS
TO SCHOOLS, COLLEGES,
CHURCHES AND ALL
ORGANIZATIONS**

• Replace your old, heavy and obsolete folding tables with new, Modern Monroe Folding Banquet Tables, the tables with the exclusive Folding Pedestal and the positive non-tip design. Tables equipped with special tops of Beauty-Bonded Formica or Ornacel in four attractive finishes also available. Many models designed for school and institutional use.

ADJUSTABLE HEIGHT TABLES



These tables may be used in the Kindergarten and Intermediate grades or extended to a full 30" for adult dinners.

TEACHER'S KINDERGARTEN TABLE

Teacher sits with the class . . . Better control, greater class interest. Adjustable from 20 to 30 inches.



FOUNDED 1908 BY H. W. MONROE

THE *Monroe*

66 CHURCH ST.

March, 1954

MONROE TRUCKS FOR FOLDING TABLES & CHAIRS

Truck No. TS
Transport - Storage. Holds up to 12 tables.



Chair Truck No.
TSC. Will transport and store up to 40 chairs.

**WRITE FOR NEW
1954 CATALOG
WITH TABLES IN
FULL COLOR
AND CURRENT
DISCOUNTS**



Company

COLFAX, IOWA

"Film stars are not necessarily accident prone."

says BARBARA BRITTON

starred in "Dragonfly Squadron", an Allied Artists Release.

"but the studios take every precaution to prevent mishaps. They know that accidents mean costly time losses, and sometimes even permanent disability. At best they are usually painful."

EZY-RUG
RUBBER LINK
MATTING

DO-ALL CORDED
RUBBER RUNNER

EVER-TRED
VINYL
PLASTIC
LINK
MATTING

AIR-TRED
SPONGE RUBBER
MATTING

AMERICAN
CORDED RUBBER
COUNTER-TRED
MATTING



AMERICAN MAT CORPORATION

"America's Largest Matting Specialists"

1741 ADAMS STREET

TOLEDO 2, OHIO

Please send literature and prices on Ezy-Rug; Ever-Tred; Do-All Runner;
 Do-All Treads; Air-Tred; Do-All Tile; Counter-Tred.

Send
coupon now
for free
literature
and
prices.

NAME _____
SCHOOL _____
STREET _____
CITY & STATE _____
IN CANADA: AMERICAN MAT CORP. LTD., WINDSOR, ONTARIO



7 COURSES FOR STUDY BY SCHOOL ADMINISTRATORS

Reduce Those Fabulous Maintenance Costs!

EZY-RUG RUBBER LINK MATTING

Eliminates much of the high cost of mopping, scrubbing and vacuuming. Traps dirt at the door. Eliminates the dirt that is whirled into the air by the heating and ventilating systems. Think how much it costs to redecorate, and refinish floors! Putting Ezy-Rug in your school is like putting extra maintenance men to work for you without putting them on the payroll. Insures slip-proof footing on smooth or wet floors or inclines. Silences any entrance. Choice of pattern or lettering in any combination of attractive colors. Any width to 8 feet. Any length. Reversible, the service is doubled.

Prevent Accidents in Manual Training Shops

DO-ALL CORDED RUBBER RUNNER

The deep ribs insure a non-slip surface and afford comfort underfoot. Prevents damage to dropped tools. Also ideal for gymnasiums. Silences footsteps in halls and directs traffic in lobbies. Prevents falls on ramps. Affords protection at drinking fountains. A good dirt remover. In rolls: 40' 10" long, 35" wide, $\frac{1}{4}$ " thick. Four mottled colors: Venetian Red, Erin Green, Delft Blue, Mosaic.

The One Mat for Kitchens and Cafeterias

EVER-TRED VINYL PLASTIC LINE MATTING

Non-absorbent. 100% grease-proof. Effects a comfortable non-slip walking surface and prevents accidents wherever there are wet or greasy floors. Prevents tracking of spilled foods and liquids. Easy to clean. Widely used on drainboards to reduce dish breakage and noise. Five permanently brilliant, fade-proof colors in any combination—any pattern. Any length, any width to 6 feet. $\frac{1}{8}$ " thick.

Eliminate Fatigue

AIR-TRED SPONGE RUBBER FLOOR MATTING

Provides comfort underfoot or office files, in laboratories and libraries. Silences footsteps. Long-wearing. Easily cleaned with damp mop. Black or maroon. $\frac{1}{4}$ " thick. 36" or 48" wide. Any length to 60 feet.

Stands Up Under Spikes and Cleats

DO-ALL CORDED RUBBER FLOOR TILE

For locker rooms. Especially tough, long-wearing. Subdues noise. Slip-proof even with spikes. Four colors in 9" and 30" squares. $\frac{1}{8}$ ", $\frac{1}{4}$ " and $\frac{1}{2}$ " thickness.

Prevent Accidents Around Pools and Showers

AMERICAN CORDED RUBBER COUNTER-TRED MATTING

Provides a non-slip footing wherever there are wet floors. Ridged bottom affords aeration and drainage. The floor beneath the mat dries so that the linoleum or tile will not rot nor develop an unsanitary condition. Rolls up for easy cleaning. Thickness: $\frac{1}{8}$ ". Width: 2 feet. Any length.

For Safety on Stairways

DO-ALL STAIR TREADS

The only treads that will withstand school traffic. Slip-resistant, wet or dry, long lasting. Silences footsteps. Easy to clean. Easily installed with adhesive or tacks. Black, Venetian Red, Sea Green, Delft Blue, Mosaic, in widths up to 72 inches and depths up to 30 inches, in $\frac{1}{4}$ ", $\frac{1}{2}$ " and $\frac{1}{4}$ " thicknesses.

Wall Covering

SE-514

Has Effect of Natural Wood

The textured, three-dimensional effect of natural wood is featured in a new Woodgrain series now being introduced in Bolta-Wall vinyl wall covering. Available by the yard, or in 3" x 3" tiles, the series comes in Prima Vera, Natural Mahogany, Grey Mahogany and African Mahogany.

Having a vinyl face sheet laminated to a firm rubber-saturated backing, Bolta-Wall Woodgrain is easily applied to old or new walls and can even be installed around columns or bent around sharp inside or outside corners.

When applied properly with a special cement, seams are practically invisible.

BOLTA PRODUCTS SALES, INC.,
Lawrence, Mass.

Floor Conditioner SE-515

In Twin-Brush Model



The FP-34 Floor Conditioner has two brushes, each eight inches in diameter. The brushes rotate in opposite directions and make the machine easy to operate.

The machine comes equipped with one pair of combination brushes for scrubbing, waxing, and polishing; one of reversible self-buffing pads; and one pair of reversible steel-wool pads. Buffing and steel-wool pads snap on over the brushes.

RED DEVIL TOOLS, Irvington, N. J.
(Continued on page 180)

Milk Dispenser

SE-516

Does Not Require Defrosting

The Dairi-Mart serves three varieties of milk. The flavors, as well as the size of the containers, may be changed as desired.

The hydraulic mechanism of the machine is completely enclosed to prevent tampering or damage to the milk cartons. The machine is easily cleaned.

CEDAR HILL FARMS, INCORPORATED, Cincinnati 27, Ohio.



SE-342

PRETTIEST TEACHER OF 1953 ASKS:



NELL McGREW OWEN—LIFE cover girl

Yes, you do teach safe driving—because you know how to drive safely. Statistics show educators, as a group, rate high as careful automobile drivers and maintain their cars in safe operating condition.

Why, then, shouldn't you benefit from your safety-consciousness? GOVERNMENT EMPLOYEES INSURANCE COMPANIES recognize this desirable quality in you by offering teachers a preferential status. For you,

this means lower insurance rates plus unexcelled service.

You receive savings of up to 30% from standard rates for two main reasons: you are a preferred risk and you deal directly with the company thereby eliminating the expense of agents and brokers.

A nation-wide network of more than 500 experienced claim representatives assures you of fast, equitable and efficient claim service.

MAIL THIS COUPON TODAY... There is no obligation!

Educators Division

(Capital Stock Companies... not affiliated with U. S. Government)

GOVERNMENT EMPLOYEES Insurance Companies

GOVERNMENT EMPLOYEES INSURANCE BUILDING, WASHINGTON 5, D. C.

Name..... Age..... Single Married (No. of Children.....)

Residence Address..... Zone..... County..... State.....

City..... Location of Car.....

Year	Make	Model (Dix., etc.)	No. Cyl.	Body Style	Cost	Purchase Date	New <input type="checkbox"/> Used <input checked="" type="checkbox"/>
						/ /	

1. Additional operators under age 25 in household at present time:

Age	Relation	Marital Status	No. of Children	% of Use

2. (a) Days per week auto driven to work..... One way distance is..... miles.
(b) Is car used in any occupation or business? (Excluding to and from work) Yes No
3. Estimated mileage during next year?..... My present insurance expires...../...../.....
4. Please send information concerning Low-Cost Automobile Financing
5. Please send me information on Low-Cost Life Insurance

120

HOW TO KEEP SCHOOLS CLEANER AT LOWER COST

Premier solves a health and budget problem



Dirt and dust damages school equipment, ruins floors and endangers health. The big problem: how to keep schools as clean as possible at low cost. More and more school executives know the answer: Premier Vacuum Cleaners and Floor Machines.

Premier Vacuum Cleaners lift away costly litter and dangerous, bacteria-laden dirt. Premier Floor Machines scrub, wax, polish and steel wool to make all types of floors last longer. Built by one of the oldest names in the business, Premier Heavy-Duty Machines are:

- Low in cost, due to high volume sales.
- High in quality, need practically no maintenance.
- Easy to operate—portable, well-balanced.
- Fast, thorough—custodians can do more.
- Dependable—all main motor parts by G-E.

Be sure you buy the best cleaning equipment. Compare Premier price and quality with any other cleaning machines. You will find that Premier gives the best answer to every cleaning need—at bigger savings—no matter how large or small the school.



755 Woodlawn Ave., St. Paul 1, Minn.

TAKE THE FIRST EASY STEP TO CLEANER FLOORS AT A SAVINGS WITH THIS COUPON:

PREMIER COMPANY, Dept. 402
755 Woodlawn Ave., St. Paul 1, Minnesota

Without obligation, please send complete details on money-saving, cleaning machines.

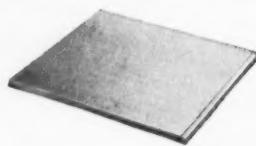
Floor Machines Vacuum Cleaners

NAME

ADDRESS

CITY..... ZONE..... STATE.....

MAYLINE



MAYLINE
School Furniture and Equipment



Three fine products for your school — 8080 Metal-Edge Drawing Board, C7702 Art Table, C7703-B Drafting Table. Complete information on request.

Symbol of  Superiority

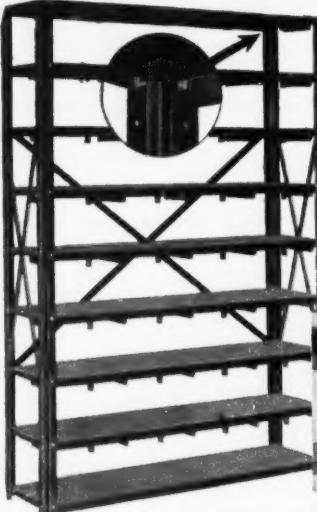
MAYLINE COMPANY
formerly
ENGINEERING MFG. CO.
609 No. Commerce St.
Sheboygan, Wis.



MAYLINE

NEUBAUER "TWIN-POST" Gym BASKET RACK

U.S. Pat. No. 2,621,800



Rigid Corner Posts—Safer Recessed Hasps

The Neubauer "TWIN-POST" corners are actually 2 posts with 3 strong corners (see inset circle). They keep the whole basket rack rigid and in line.

Note below how dividers guide and separate baskets and how hasp and padlock are neatly recessed inside shelf edge. Eliminates danger of cuts and bruises.



We also make Neubauer "Twin-Post" shelving in range of sizes. Write for literature.

FREE ESTIMATES — Neubauer gym Basket Racks are made in capacity desired for any size basket and can be equipped with casters. Olive green or airline grey. Special colors available.

Inquiries invited from school supply dealers.

NEUBAUER MFG. CO.

2015 Central Ave.
Minneapolis 28, Minnesota



Horn Folding Partitions divide a gym into separate areas—one for boys and one for girls or one for physical education teaching stations and one for games.

For intra-school contests or team practice, Horn Folding Gym Seats are safely out-of-the-way when folded. Partitions are folded and Gym Seats completely extended when tournaments or exhibitions attract spectators. Roll in a Horn Folding Stage for assemblies, meetings, speakers.

GYMNASIUM

It's simple arithmetic! The addition of Horn equipment multiplies classroom and gymnasium use. Horn Folding Partitions, Gym Seats, Stages, and Horn Classroom Wardrobes provide maximum flexibility and efficient use of school floor space.

How to get the most out of your

Installing Horn equipment in your classrooms and gym adds up to flexibility plus efficiency plus economy. Horn representatives will help you determine your needs for multi-purpose Horn equipment. Write today for name of your Horn representative.

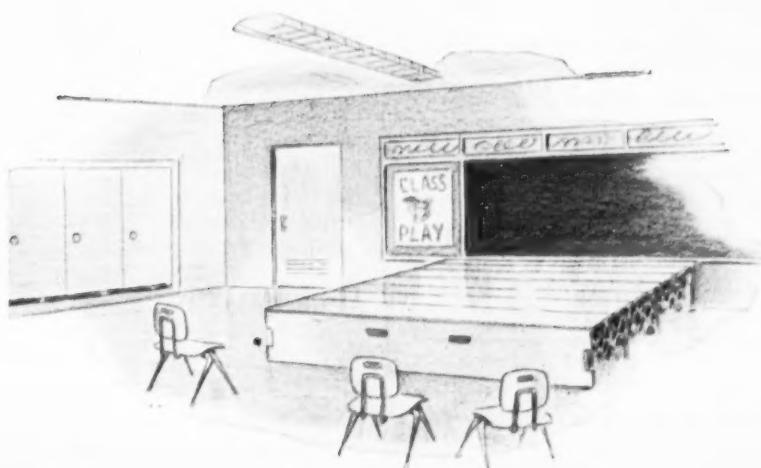
School Equipment Division of
THE BRUNSWICK-BALKE-COLLENDER COMPANY
623 South Wabash Avenue • Chicago 5, Illinois

Horn

CLASSROOMS

Divide classrooms with Horn Folding Partitions, too—for study and for recitation or into junior classes and senior classes. The mobile Stage is useful in the classroom for smaller meetings, student performances, public speaking instruction.

The Horn Classroom Wardrobe provides adequate storage space for supplies and clothing, and its bulletin or chalkboard facing puts wall space to use.



Steel Chain Basketball Nets

Made to Regulation Size

The Jayfro Steel Chain Basketball Nets eliminate the constant replacement due to wear and tear. They will also withstand weather conditions, both indoors and outdoors, for at least three years. A three-year guarantee covers against breakage, scratching, unraveling, tangling, ripping or cutting.

The nets are made to exact regulation size and installation is easy.

JAYFRO ATHLETIC SUPPLY CO.,
P.O. Box 1065, New London, Conn.

SE-517

16mm Projector

Suitable For Auditorium or
Classroom



Ampro's 16mm Stylist Motion Picture Projector offers flexible sound volume sufficient in range for

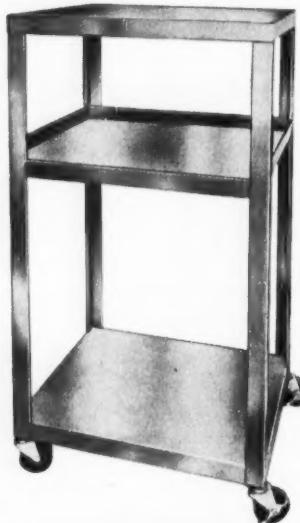
SE-344

Stretch Your Visual Education Budget with Clapp's "Senior" Projection Table Makes Every Room a Portable Projection Booth

Get more good use out of your visual-education equipment because it's so simple to move from room to room with a Clapp Roll-about Projector Table. Heavy, bulky equipment can be set up on this sturdy, all-steel table in advance, then rolled into hall or classroom on a moments notice—with a minimum of distraction.

price \$39.50

- All-steel, welded table 42" high
- Rubber mat for top shelf
- All three shelves 18" x 22"
- 11" between top and second shelves
- 22" between second and lower shelves
- Metallic grey, baked enamel finish
- 3" soft rubber-tired casters with ball-bearing swivel on all casters.
- Sidebrakes on two casters to prevent rolling—even on inclined floors.

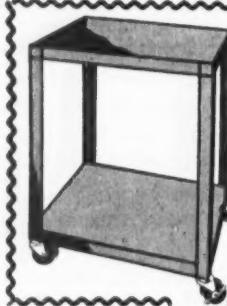


Clapp's Junior 26" Two-shelf Table

Designed for use with framed-model screens, this 26" model has the same sturdy, all-steel construction as the "Senior" Table. Lower shelf has extended channel for carrying framed-type screens.

- All steel, 26" high
- 2 shelves 18"x22"
- Grey baked enamel finish
- Shipped ready to use
- 3" rubber-tired casters with full ball-bearing swivel.

price \$31.50



Ask your dealer or write

W. D. CLAPP COMPANY

333 N. Michigan Ave.

Chicago 1, Illinois



use in both classrooms and auditoriums. Advanced sound performance is accomplished by a 10-watt amplifier driving a 10" speaker which is built into the projector case-cover. This case-cover itself forms an enlarged "base reflex" type baffling chamber, assuring deep tone quality.

Smooth, steady projection is assured by carefully engineered side tension on the sound track side, and pressure feed tension on the sprocket side of the film. Maximum film protection is assured by hard chrome plated film guides, minimizing film friction.

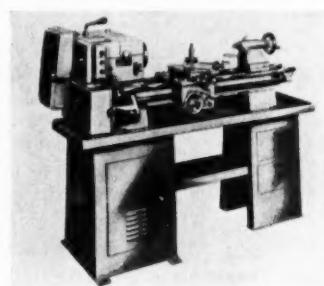
Maximum film capacity is 2,000 feet.

AMPRO CORP., 2835 N. Western Ave., Chicago, Ill.

12" Lathe

SE-519

Ideal for School Shop



The Clausing 5300 is a heavy-duty 12" precision lathe, ideal for school shop use. It has a 1" collet capacity, a heavy-duty No. 3 MT tailstock with tang socket, 12" swing, twelve speeds, 9" cross slide travel, and 2 3/4" tool post travel.

Several important safety features of the new lathe are: all belts fully guarded; controls conveniently located on front of lathe; headstock hood cannot be opened unless clutch is disengaged; and clutch won't engage unless hood is closed.

Specifications are: 24", 36" and 48" between centers; 12 3/4" swing over bed; 8 1/2" over saddle; thread range, 48—4 to 224 Standard, right or left.

CLAUSING DIV., ATLAS PRESS CO.,
5371 N. Pitcher St., Kalamazoo,
Mich.

(Continued on page 184)

LARGE-FLOOR CLEANING...

IN SMALL-FLOOR TIME!

REGINA

MODEL A - 16 INCH



FLOOR MACHINE

Designed Especially For

- Institutions
- Industrial Plants
- Offices
- Schools
- Hospitals
- Stores
- Hotels
- Motels
- Restaurants
- Larger Homes



Retail list:

\$129⁵⁰

Including: 2 all-purpose brushes
2 reversible buffing pads
2 reversible steel wool pads
¹Sanding Kit Extra Equipment

**SCRUBS • WAXES
POLISHES • BUFFS • SANDS*
REFINISHES***

It's big! It's powerful! Yet the Regina Model A can be operated quickly and easily...without professional help! Light enough in weight to carry comfortably...ideal where the cost of a heavier machine isn't justified

- $\frac{1}{2}$ H.P. Universal motor — precision balanced to assure quiet, equalized operation
- Two 8-inch brushes cover 16 inches of floor space at once
- Portable — has convenient built-in hand grip for carrying up and down stairs
- Modern flow-line design

Act Now!

Mail this coupon for complete information
on the REGINA Model A Floor Machine.

THE REGINA CORPORATION • Rahway 45, N. J.

Please send me:

- Name and address of distributor in my territory.
 Free descriptive material on the REGINA Model A Floor Machine.

NAME _____ TITLE _____

COMPANY _____

ADDRESS _____

CITY _____ ZONE _____ STATE _____

In Canada: Switson Industries, Ltd., Welland, Ontario

Repair
Weather
Damage
NOW



...before it's too late!

LET WESTERN WATERPROOFING COMPANY RENEW YOUR SCHOOL THIS YEAR

A "stitch in time" will save money...so restore your school to its original strength and beauty during 1953.

Western is the largest operator in its field. All work done under contract, fully insured and guaranteed.

Write for a consultation with our field engineer.

- TUCKPOINTING • BUILDING CLEANING
- CONCRETE RESTORATION • SUB-SURFACE WATER PROTECTION
- (No Material For Sale)



SPEED-UP dining Room Service



Precision Construction for
Easy Running, Quiet Operation

Fig. 990-CT. A light weight single hand truck for crowded quarters. Tray size 16" x 23½", 5" deep. Equipped with rubber hand grip and rubber bumper at opposite end. Smooth running rubber tired wheels and casters.

Fig. 912. 3 Shelf truck with sheet steel shelves 21" x 30", spaced 10½" apart. (Fig. 911, 2 shelves spaced 16" apart.) Can be used with or without trays. Shelves and tray either galvanized or of stainless steel and water-sealed, 19½" x 28¾" x 5" deep. Rubber tired wheels and casters.

Many other Nutting models available.
Write for Bulletin No. 50 SH



SINCE 1891 *Nutting* TRUCK AND CASTER CO.
2605 WEST DIVISION ST., FARIBAULT, MINN.



NATION-WIDE
SERVICE

AMERICAN
Performance Proved Machines •

THE Only WAY TO JUDGE A MAINTENANCE
MACHINE IS BY *Actual Performance!*
★ ★ ★ Compare POINT-FOR-POINT AND SEE
WHY AMERICAN IS YOUR Best Buy!

Hundreds of cost-conscious maintenance experts working for some of the largest industries in the nation use American DeLuxe because *actual performance* has proved it to be the finest *all-purpose heavy-duty floor maintenance machine* on the market.

You, too, can save time, labor and money with American! No floor has ever been cleaner or the job done better, faster . . . than when American equipment and floor maintenance supplies are used. Complete line . . . finest quality for every type of floor job . . . backed by 50-year-old company with sales and service near you in all principal cities.

FREE Consultation on your Floor Problems

At no cost or obligation to you, let one of our friendly floor maintenance experts call and survey your floors and cleaning methods. He'll be glad to show you how American equipment and floor maintenance supplies can save time, labor and money on future maintenance. In the Memphis, Tenn. area, R.E. Shuler, American distributor, is your nearby floor consultant.



The American Floor Surfacing Machine Co.
549 So. St. Clair St., Toledo 3, Ohio

Send latest catalog on the following:



Please arrange for Free Consultation on my floor problems.

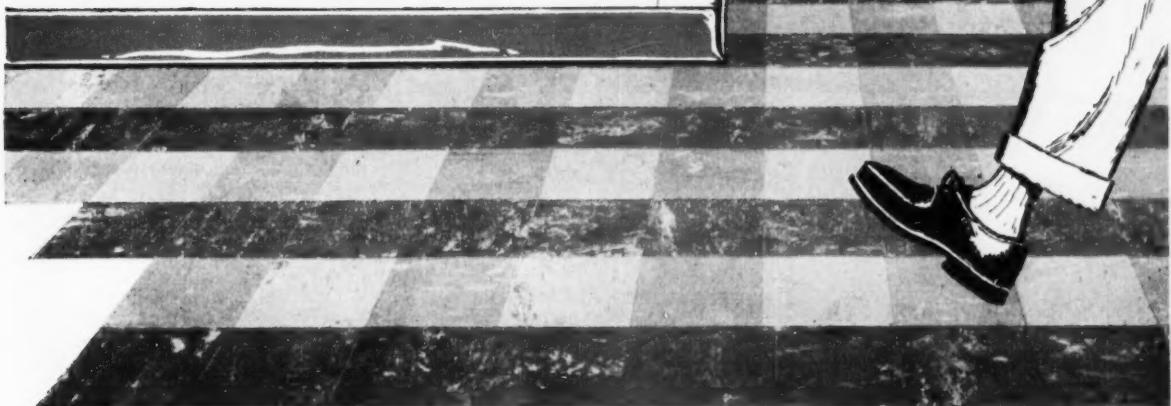
Name.....

Street.....

City..... State.....

**SHOWS NO WEAR...
NEEDS LESS CARE!**

**Johns-Manville
TERRAFLEX
Vinyl Floor Tile**



**J-M Terraflex provides maximum floor service
with a minimum of maintenance expense . . .
heavy traffic won't mar its first-day beauty**

J-M Terraflex® is particularly suited to school floor service requirements. Made of vinyl plastic and asbestos, it is exceptionally tough and resistant to traffic . . . yet unusually resilient and quiet underfoot. Its nonporous surface assures a high degree of cleanliness with a minimum of care.

In addition, Terraflex offers these important and outstanding advantages that assure long-wearing beauty and long-time economy:

- Far outwears any other type of resilient flooring of equal thickness
- Defies grease, oil, strong soaps and mild acids
- Its nonporous surface keeps clean and color-bright
- Requires no hard scrubbing, a damp mopping usually keeps it shining clean
- Resists moisture and is ideal for below-grade and on-grade installations
- Available in a large range of beautiful colors

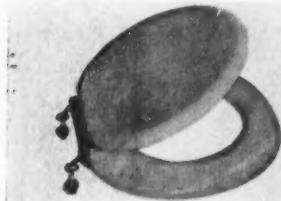
Your Johns-Manville Approved Flooring Contractor will gladly show you Terraflex. Or send for the free brochure showing the complete color line of Terraflex Plastic Tile and Asphalt Tile. Write today to Johns-Manville, Box 158, New York 16, N. Y.



Johns-Manville

Toilet Seat

SE-520

Molded of Plastic and Wood

Addition of a one-piece molded solid toilet seat to the line of Puritan plastic seats is announced by Cen-

tury Plastic Products, Incorporated.

Known as the Puritan 600, the new seat, molded of plastic and granulated wood under 400,000 lb. pressure, is exceptionally strong. It is very resilient and will withstand the hardest usage.

The Puritan 600 has a glossy, baked synthetic enamel finish which is easy to clean. Fittings are solid brass, chrome plated.

CENTURY PLASTIC PRODUCTS, INC.,
3219 Almira Ave., Cleveland 2, Ohio.

SE-521

Folding Stage**Converts to Individual Platforms**

The Rol-Fol Folding Stage is made in sections that can be used individually or joined together in one stage unit. The sections measure 3 feet wide by 6, 8, 10, 12 and 14 feet long.

The stage folds easily and compactly by lifting the top pieces to a vertical position. The supporting steel trusses are then collapsed inwardly. A stage 15 feet deep folds to less than 33 inches in length.

The stage sections are easily detachable for arrangement as individual platforms and choral stands.

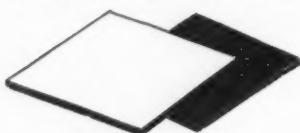
ROL-FOL TABLE, INC., 8467 Melrose Pl., Los Angeles 46, Calif.

SE-346

* 4 ROWLES CHALKBOARDS

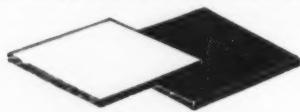


There's one to exactly meet your specifications.



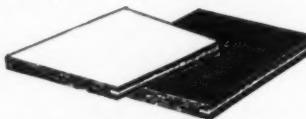
ENDURAROC CHALKBOARDS

The finest chalkboard you can buy! Rowles famous "Velvetone" writing surface securely baked to a strong rigid panel of 3/16" cement-asbestos base. Actually defies time and wear. Backed by a 10 year guarantee of perfect classroom service.



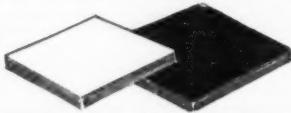
1/4" PERMASITE CHALKBOARDS

Permasite has all the outstanding features of Super Permasite, but is 1/4" thick. A very dependable smooth writing surface that resists wear and cannot be dented or damaged in normal classroom use. Protected against moisture and humidity. Can be washed without damage to surface or backing.



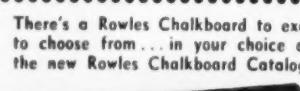
1/2" SUPER PERMASITE CHALKBOARDS

A strong chalkboard made of two sheets of hardboard laminated together to form a 7/16-inch thick panel. This smooth, extra-hard panel provides an excellent backing for the easy writing "Velvetone" Surface. Resists moisture and humidity. Adjoining panels furnished grooved to accommodate full length metal spline for installation of uninterrupted lengths of chalkboard.



DUROPLATE CHALKBOARDS

A proven chalkboard with an excellent writing surface at a minimum cost. Base of Duropalate is 5-ply wood fiber. Panels protected against moisture and humidity and can be used in any climate. Duropalate's "Velvetone" Writing Surface gives smooth easy writing with characters of high contrast. Easy to install. Can be washed without damage to surface or backing.



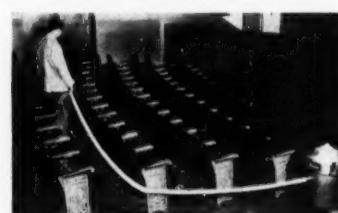
There's a Rowles Chalkboard to exactly fill your needs. Four famous chalkboards to choose from...in your choice of See-GREEN or conventional black. Ask for the new Rowles Chalkboard Catalog, today.

ROWLES
School Equipment

See your local
Rowles School Equipment Dealer, or
E. W. A. ROWLES COMPANY
ARLINGTON HEIGHTS, ILL.

Portable Vacuum

SE-522

For Cleaning Auditorium Seats

The Pullman Vacuum Cleaner 1954 model features greater speed in cleaning auditoriums and other rooms with fixed seating. The cleaner now weighs 30 lbs. but the new motor increases the h.p. to 3/4 and the maximum waterlift to 75". An accordion hose makes it easier to vacuum under the seats.

There is a new non-tilting handle on the head and a new exhaust-power blower coupling in the center of the dome for greater convenience.

PULLMAN VACUUM CLEANER CORP.,
33 Allerton St., Boston 19, Mass.

(Continued on page 188)

Women appreciate this service

The ready availability of Kotex* in your washrooms is every bit as important as soap and towels. And from the standpoint of preference—more women choose Kotex than *all* other sanitary napkins combined.

The convenient rest room vendor holds 15 individually wrapped Kotex napkins, packaged under the highest degree of sanitation. Each package contains two pins. Refills supplied in cartons of 200.

The Kotex vendor is a highly appreciated service in schools, colleges, theaters, hotels, restaurants, office buildings, factories—for women everywhere.

- Sturdy
- Handsome, White Enamel
- Tamperproof
- Inexpensive
- Occupies Minimum Wall Space
- Fully Coin-Operated
(rejects slugs, washers
without injuring mechanism)

Only West Disinfecting Company is licensed to sell the Kotex vending machine service. Write for complete details.

ORDER FROM



42-16 West Street, Long Island City 1, N. Y.

*T. M. Reg. U. S. Pat. Off.



LOST AND FOUND

**LOST... Several School Kitchens
and Cafeterias**

**FOUND... NACO Portable Electric
Food Cart with Full-Course Meals
for 300 Hungry Students**

**SAVED... Thousands of Important
School-Budget Dollars**



Detachable insulated
cover used when cart
is in transport.

Kitchens and cafeterias are no longer necessary in today's modern school. One central school kitchen prepares meals for all the other schools at much lower cost... sends them back by truck in the NACO Portable Cart. Just plug NACO in an electric outlet and serve... right in the gymnasium or auditorium. About 300 Oven-Hot meals are kept in three, insulated, "hot compartments." Salads and other "cool foods" may be refrigerated with ice, dry ice, or kept at room temperature. Holds 18 serving pans or 18 fireless cooker pans in hot section and 6 pans in cool section. NACO Portable Cart is designed to fit into a serving line.

Write for full information and cost analysis of this plan and names of schools now successfully using NACO Carts.

NACO PORTABLE FOOD CARTS...

- Lower costs
- Hot meals
- Dry heat
- Less food waste
- Insulated sections
- Special "cool" section
- 300 meal capacity
- Easy to clean
- Less Maintenance expense
- Portability—just roll in
- No special wiring
- Sectional heat regulators

ATLAS Division

National Cornice Works
1323 Channing St. • Los Angeles 21, Calif.
Export Division: 301 Clay St., San Francisco, Calif.



on **NORCOR**



of course
it's
FIBERESIN

Leading MANUFACTURERS
CHOOSE the BEST because
they KNOW the BEST...
FIBERESIN Desk Tops.

Send for details.



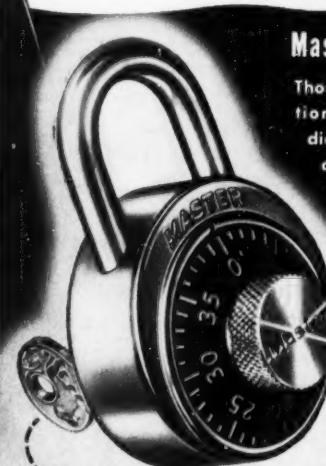
NEW!... STAINLESS STEEL CASE

Master No. 1525

Thousands of combinations, with 3-number dialing, protect the student — yet only one school-owned master key opens every locker.

Master No. 1500

Same as No. 1525, but without key-control.



FREE — 4 page folder with complete information on both No. 1525 and No. 1500. Write today to Dept. S.



Master Lock Company,
Milwaukee 45, Wis.
World's Leading Padlock Manufacturers



**THE
MULTI-CLEAN
*Method***

**KEEPS THESE SCHOOL FLOORS AS
BRIGHT AS THE DAY THEY WERE LAID**

During the school year the terrazzo halls and asphalt tile classroom floors in this New York school take a terrific beating yet the Multi-Clean Method keeps them as bright and clean as the day they were laid. These floors are in the East Lake grade school, Massapequa Park, Long Island, N.Y. The building is one of four in the system using Multi-Clean equipment consisting of 16" and 22" floor machines and MCV-220 industrial vacuum cleaners.

Buildings range from 20 to 35 rooms each and floors are refinished three times a year at Christmas and Easter and during the summer. At these intervals two coats of wax are applied and burnished between coats with the last coat being buffed with a lamb's wool applicator under a Multi-Clean floor machine. With this method, daily maintenance during the school year requires only dry mopping.

"Bud" Jesseau, supt. of buildings says, "Our Multi-Clean equipment is tops, and since we've used the Multi-Clean Method of floor care our floors keep their polished appearance much longer. Also, our trouble-free Multi-Clean floor machines and vacuum cleaners have cut our maintenance time and labor considerably."

MEET YOUR LOCAL MULTI-CLEAN MEN

Introducing Sol and Sam Halpern, proprietors of Halbro Co., 1292 Decatur St., Brooklyn 7, N.Y. Their company is one of the many authorized Multi-Clean distributors over the country backed up by the Multi-Clean company with its years of chemical research, engineering and manufacturing experience.

These men, like many others in their organization, are factory-trained Multi-Clean floor specialists, qualified and ready to help you solve your floor maintenance problems. There is an authorized Multi-Clean distributor in your locality. If you don't know him, write us for his name and address.

MULTI-CLEAN GUARANTEE: When properly applied The Multi-Clean Method is guaranteed to give your floors lasting beauty and protection, and make them easier to keep clean and attractive at lower cost.



FREE!

FLOOR HANDBOOK

"Your Floors and How to Maintain Them" is a valuable 44-page handbook packed with the latest information about all types of floors and presenting The Multi-Clean Method—most efficient and economical way to maintain them. Send for your copy today!

MAIL THIS COUPON TODAY!

MULTI-CLEAN PRODUCTS, INC.

2277 Ford Parkway, Dept. SE-3, St. Paul 1, Minnesota

Gentlemen: I would like this Handbook and information on:

Floor Machine; Scrubber; Vacuum Cleaner

I'm interested in The Multi-Clean Method for:

Asphalt Tile; Terrazzo; Other Type _____

Name _____

Address _____

City _____ Zone _____ State _____



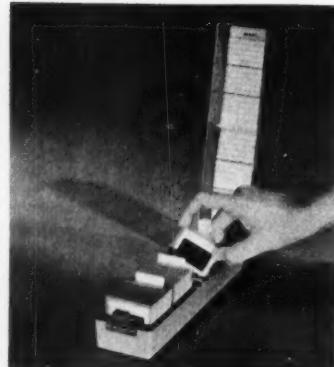
Slide File Box SE-523

Permits Proper Indexing

The Kodaslide Ready-File holds approximately 200 standard Kodachrome transparencies in Ready-Mounts or 100 Kodaslide Stereo Mounts.

Designed to permit stacking, the file is made of attractive non-shatterable polystyrene. It will hold slides mounted in glass as well as those in Ready-Mounts. Combinations of 2 x 2" slides and Stereo Mounts can be accommodated if desired.

Four index cards are provided with the file to permit filing slides in



An index sheet is also included inside the box cover.

EASTMAN KODAK Co., Rochester 4, N. Y.

Dental Chairs SE-524

Can Be Adapted For Multiple Uses

The design and construction of an Archer Dental and Hygiene Chair is such that it can be adapted for multiple uses. Specialists find it suitable for X-ray, eye, ear, nose and throat treatments and examinations as well as for dental work.

The chair can be raised from 21½" to 30½" by the smooth hydraulic action. The tilting and revolving seat frame and reclining back increase accessibility. In addition, there is a self-adjusting cradle headrest with rubber pads. A separate footrest is provided for children.

ARCHER MFG. CO., INC., 1125 Lexington Ave., Rochester, N. Y.

POLISHING DRY-CLEANING SCRUBBING SANDING

Now! Do ALL these jobs with ONE floor machine

Why buy several machines for maintaining your school floors when one Tennant "C" will do it all? Just flip open the drum hood, slip on an 8" or 16" accessory . . . and you're all set for a new operation: *cleaning-waxing-polishing; dry-cleaning; buffing* (wet or dry); and *sanding*.

This rugged, versatile machine assures excellent results in classroom, gym, corridors, shop or lab . . . costs you less to buy...is easier to use...and cuts down expense. Used by large and small schools.

TENNANT MODEL C

Extension hood for 16" accessories

G. H. TENNANT CO.
2540 North 2nd Street
Minneapolis 11, Minnesota

SEE FOR A TENNANT
REPRESENTATIVE TO INSPECT YOUR FLOORS

Write Today
for details.

Machine at left works
close to walls, has 2
drum speeds, 1725
rpm motor. Accessory
rolls, brushes for all
types of floors.

The way to finer floors
TENNANT
Floor Maintenance System

Sound System SE-525

Serves Up to 40 Rooms



The new Model S214 all-facility console recently announced by Rauland-Borg Corp. is designed to serve up to a total of 40 rooms in schools. The system feeds microphone, radio, and phono programs to any or all rooms and provides 2-way intercommunication between any room and the central control console. All facilities are housed in the studio-type all-steel console. They include: program panel, FM-AM radio, switch panel, intercom panel, all-call switch, and automatic record changer.

RAULAND-BORG CORP., 3515 W. Addison St., Chicago 18, Ill.

(Continued on page 192)

...please be seated!

in Brunswick's new
 "All-Purpose Chair"


DESIGNED

With graceful dignity, this new, Brunswick all-purpose chair is perfectly suited for offices, board and conference rooms, reception areas and teachers' lounge.

ENGINEERED

For comfort. The new, wider, deeper, contour-curved seat and back invite relaxation. Resilient steel legs impart a restful "give".

STYLED

To blend with and complement contemporary school interiors. The seat and back are of beautifully grained natural Maple or Walnut plywood with Black tapered legs.

INTENDED

For general use, the all-purpose chair uses Brunswick's exclusive 4-way feature permitting easy attachment of arm rests, tablet arm or desk arm.

See the new ALL-PURPOSE CHAIR at any of
 Brunswick's 28 branch offices.

Brunswick

For full information, write to

THE BRUNSWICK-BALKE-COLLENDER COMPANY
 623 South Wabash Avenue • Chicago 5, Illinois

ONLY NEWCOMB
SCHOOL PHONOGRAPHS
GIVE YOU ALL



Illustrated:
Newcomb Model R-12
Portable Phonograph. Plays
33½, 45 and 78 RPM records up
to 12". Powerful 5 watt amplifier. Big
6"x9" oval Alnico V PM dynamic speaker.

1 Entirely Shock-Proof

Never again need you worry that students or instructors might be injured through electric shock from a phonograph. All Newcomb phonographs offer the complete safety of 100% transformer powered A.C. construction. U. L.-approved for further safety.

2 Easily Portable

Your most fragile instructor can carry Newcomb portable phonographs with ease. For example, the R-12, shown here, weighs only 20 pounds, is only 13¾ x 14⅓ x 7¾ inches.

3 Beautiful Console-Like Tone

No more brassy, tinny, distorted music, when Newcomb's engineering skill joins forces with your record library. Here is wonderfully rich, easily controlled tone quality, engineered to let your music appreciation students really appreciate music!

4 Rugged Build

Newcomb knows school use can be rough on delicate photographic equipment. Consequently, these phonographs, built exclusively for schools, were constructed for heavy-duty use. The big permanent magnet speakers are carefully protected by kickproof metal grill. The sturdy, glue-blocked carrying case is built of ¾ inch plywood, covered with durable, washable fabricoid. Metal guards protect all corners.

5 Exclusive "Floating Sound" Construction

Eliminates needle skipping due to bumps, jars or vibration. Latest type feather weight crystal pickup assures maximum record life.

Listen...and you'll hear something wonderful...

NEWCOMB
SOUND LEADERSHIP SINCE 1937

SCHOOL PHONOGRAPHS • HIGH FIDELITY AMPLIFIERS
& TUNERS • COMMERCIAL SOUND SYSTEMS • MOBILE &
PORTABLE PUBLIC ADDRESS SYSTEMS



SEND
FOR FREE
CATALOG
TODAY!

NEWCOMB Dept. S, 6824 Lexington Ave.
Hollywood 38, Calif.

Please send me:

- Illustrated free catalog, giving full details on
Newcomb school phonographs and transcription players.
 Name of my nearest Newcomb distributor.

NAME _____

ADDRESS _____

CITY _____ ZONE _____ STATE _____

ANGLE STEEL STOOLS

- for
- CAFETERIA
- SHOP
- CLASSROOM

and many other uses

Angle Steel offer a diversified line of stools developed over a period of almost 50 years devoted to the producing of posture perfect seating.



No. 21-E-24

Numerous models are available to fit any seating need. Wide range of styles, heights, seats and back rests can be had on both stationary and revolving stools. Seats are offered in wood, round or saddle styles and round steel. The adjustable back rests can be had either of wood or steel.

For additional information write for
CATALOG NO. 300—Sept.—1953

ANGLE STEEL INC.
DEPT. 3, PLAINWELL, MICHIGAN

Best Ever

MONARCH
CORRIDOR
DUSTERS

★ Big jobs are a cinch with a Monarch
★ Shorten your expensive job hours
★ Designed and built to save time
★ A range of sizes from 1 to 5 feet

TU-WAY PRODUCTS COMPANY
325 LAFAYETTE BUILDING • DETROIT 26, MICHIGAN

Don't Clean Your Floor By Destroying It!

*Harsh so-called fast cleaners work
by ATTACKING soil and your floors.*

Depend on the Superior Cleaning of **SUPER SHINE-ALL** Safe for all Floors

It's gentle, fast action penetrates, lifts and floats away dirt and grease—is non-reacting to ANY floor.

Impartial tests by two of the world's largest Manufacturers PROVE the superiority of SUPER SHINE-ALL.

PLACED

- FIRST—in grime removal
 - FIRST—in meeting cleanliness standards
 - FIRST—in ease of use
 - FIRST—in resisting grime (length of time surface stayed clean)
- ... and Super Shine-All floors look as good today as they did 20 years ago.



SUPER SHINE-ALL cleans more ways
Achieves 100% Cleansing Action
without rinsing to Save Labor Costs

1. by wetting action—reduces surface tension of water providing rapid penetration.
2. by penetrating action—to go deep beneath the dirt layer.
3. by sudsing action—produces rich cleansing suds that spread out and clean thoroughly.
4. by emulsifying action—breaks up fats and oils into small particles to mix with water, permitting gentle agitation instead of hard scrubbing.
5. by suspending action—to lift and suspend solids as dust, soot, rust, iron in liquid for easy removal.
6. by dissolving action—reduces water soluble material to solution.

The Hillyard Maintainer® is
on your staff not your payroll

HILLYARD CHEMICAL CO.

Proprietary Chemists
ST. JOSEPH, MO.

Passaic, N. J. San Jose, Calif.
Branches in Principal Cities

MAIL COUPON

Hillyard Chemical Co.

St. Joseph, Mo.

Please have Maintainer in my vicinity call for free advice.....; my free copy of Hillyard's new Super Shine-All folder.....

Name _____ Title _____

Institution _____

Address _____

City _____ State _____



Tape Recorder

SE-526

In Three-Speaker Model

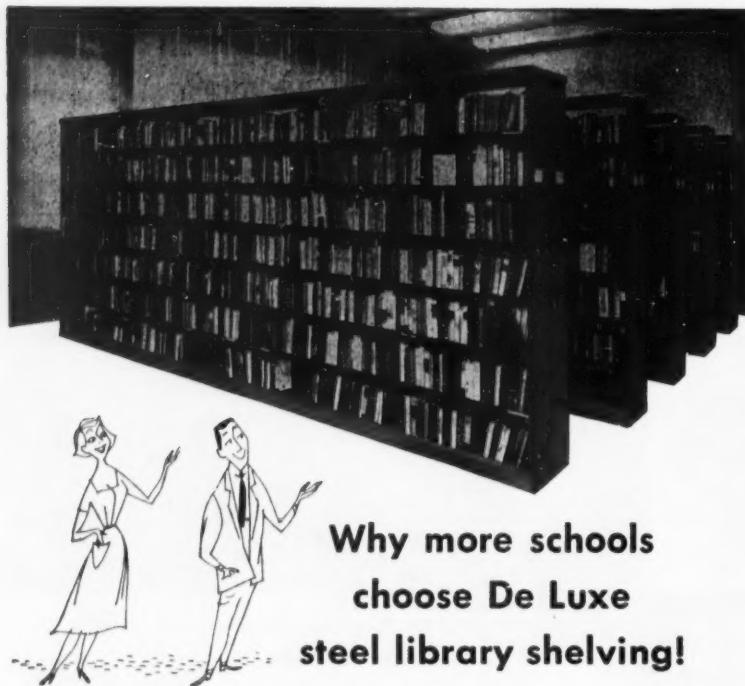
A new portable three-speaker tape recorder, Webcor Model 2030, creates the impression of three-dimensional sound. One speaker on each

side of the chassis and a third in the front are matched to afford full range reproduction of the high and low frequencies. They also create the three-dimensional tone that gives the listener the impression of sitting in the midst of the sound. This development brings high-fidelity reproduction to the portable popular priced tape recorder.

This compact unit has the Webcor feature of recording up to two full hours without inconvenient reel turnover. When the end of the tape is reached, the unit shuts off automatically.

WEBSTER-CHICAGO CORP., 5612 W. Bloomingdale Ave., Chicago 39, Ill.

SE-350



Why more schools choose De Luxe steel library shelving!

Flexibility Unlimited—with installations designed to each school's requirement. Shelves are completely adjustable on 1" centers, easy to rearrange.

Beauty and Strength—through precision engineered construction, clean lines, and smooth flat surfaces. 3 standard oven-baked enamel finishes: Grey, School Brown, Olive Green.

Economy—Superior design with fewer parts means fewer man hours to install. Each shelf requires only 2 patented 1-piece, full depth shelf brackets. No tools required for installation. The real cost of shelving is the erected cost!

Write for free catalog today!



DE LUXE METAL FURNITURE CO.

311 Struthers Street, Warren, Pa.

STORAGE SHELVING • STORAGE CABINETS • SPECIAL ITEMS TO YOUR SPECIFICATIONS

Snow Plow

SE-527

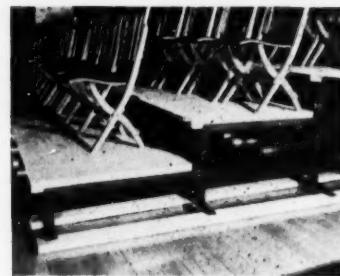
In Small, Self-Propelled Model

The Reo Snow Throw machine features a series of rotary blades which bite into wet or dry snow and throw it 15 feet in any desired direction. The driving wheels and the blades are powered by a 1 1/4 hp gasoline engine. Specially designed snow tread tires provide necessary traction.

REO MOTORS, INC., Lansing 20, Mich.

Risers

SE-528

Require No Cross Bracing

Free standing risers that require no cross bracing have been developed for choral groups, plays, class photos, graduation and band, orchestra and spectator seating by Sico Grandstands, Inc.

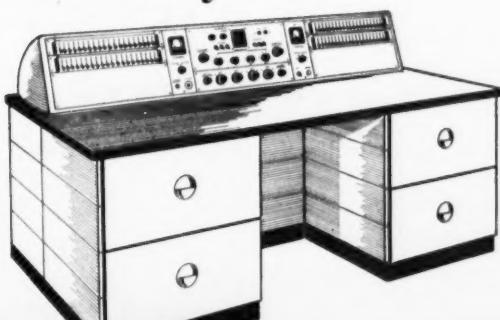
Constructed of rugged steel structural members and 2" x 4" scuff pads to protect floors, the units are engineered for complete safety and available in both two and three tier heights.

Simple construction design of the risers makes them completely portable. When not in use, the risers store compactly in a minimum of space.

SICO GRANDSTANDS, INC., Dept KP, 3565 Wooddale Ave., Minneapolis 16, Minn.

(Continued on page 196)

RCA's new idea in Sound ...Unitized Design ...Increases System's Flexibility



Check with your local
RCA Sound Distributor
for information or write
for the new RCA SOUND
PRODUCTS CATALOG Now.
Radio Corporation of America,
Sound Products, Dept. C109,
Camden, N. J.



RADIO CORPORATION of AMERICA
SOUND PRODUCTS

CAMDEN, N.J.

Now, HERE'S SENSIBLE DESIGN in sound systems . . . RCA's new "modular-design" sound equipment, offering complete flexibility, easy expansion, at any time.

Here's how the new RCA design techniques make RCA Sound the most adaptable system you can buy.

New "Modular-Design" Control Units—

RCA's famous Rainbow line of small, color-coded circuit assemblies—provides unusual flexibility in the system you install now—permits practically unlimited expansion at any time in the future. These compact units—pre-amplifier, power amplifier, cathode follower, and tone control—let your RCA Sound Distributor supply your sound system exactly as you specify it. They permit the addition of new microphone locations, changes in microphone location at any time.

Unit-Built Consoles—

Designed to accept RCA Rainbow line units in any combination—help keep your initial costs down—maintain the professional appearance of your system through the years in spite of changes and additions. In a single unit, your RCA Sound Console combines all the important benefits of RCA's modular-design construction, plus complete, built-to-order flexibility.

ON TEACHING ELECTRICITY

- Are YOUR students prepared for today's problems?
- A basic knowledge of electricity and electronics is absolutely essential to an understanding of modern industrial and military training programs.
- We offer you a means of easy and economical installation of a complete program of instruction in:

Basic Electricity
Advanced Electricity

Elementary Electronics
DC & AC Motors and Generators

- Instructors and educators praise our "packages" of coordinated text-manuals and experimental equipment and the ease with which they can set up a modern course of instruction in electricity and electronics. For example:

"One thing that I like about your Kit is the possibility of giving training without having to buy too much expensive equipment."

"We have recently received delivery of your units and find them just as represented, most excellent equipment, and are already using them in the experimental side of our electrical work."

"I would like to say that I consider your publications and products unique and certainly the finest that I have been able to secure."

- Used successfully by instructors with no training in electricity.
- Purchase of our equipment involves no complicated or expensive wiring, floor load or floor space installation problems.
- Each compact Kit is ready for use immediately upon receipt in conjunction with your present shop or science courses.
- Equipment for both Junior High and High School instruction.

For complete information write

UNIVERSAL SCIENTIFIC COMPANY

Box 336N

Vincennes, Indiana

SE-441

Get these "control experts"
for your
school



Serving
American schools
for more than 50 years

DUDLEY LOCKS

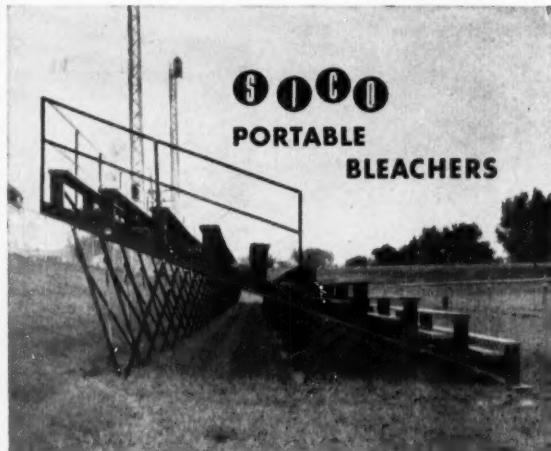
Whip locker lock difficulties by ordering dependable Dudley Locks for your school. The RD-2, with solid stainless steel case, or the RP-5, teamed with master-chart control, give you the smoothest possible operating control system. Dudley's P-570 master-keyed combination locker lock utilizes the famed Dudley Master Key which commercial key making machines cannot duplicate. When you order new locks, or replace faulty old ones, call on Dudley. You'll find a Dudley lock to fit every locking assignment. Send today for free catalog and details of the Dudley Self-Financing Plan.

DUDLEY LOCK Corporation

Dept. 319, Crystal Lake, Illinois

194

SE-440



**ATTRACTIVE APPEARANCE
PLUS EASE OF MAINTENANCE**

SICO bleachers' attractive appearance and engineered safety will draw more spectators, help establish your school as a community recreation center. They'll pay for themselves, too, in increased gate receipts and ease of maintenance. SICO Portable Bleachers are your "best buy".

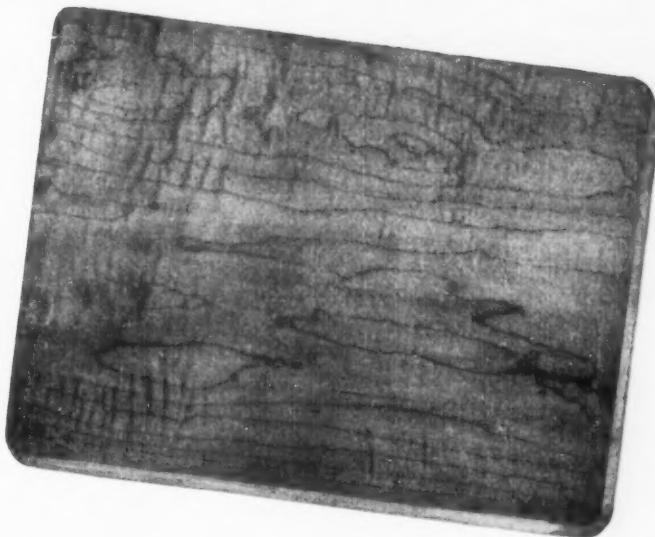
FOR FURTHER
INFORMATION
WRITE

SICO GRANDSTANDS
INC.
3565 WOODDALE AVENUE
MINNEAPOLIS 16, MINNESOTA

THE SCHOOL EXECUTIVE

NATCOLITE DESK AND TABLE TOP

**With The
NEVAMAR
Surface That
Never Needs
Refinishing**



The Only Completely Glare-Proof Top With a Plastic Mar-Proof Edge

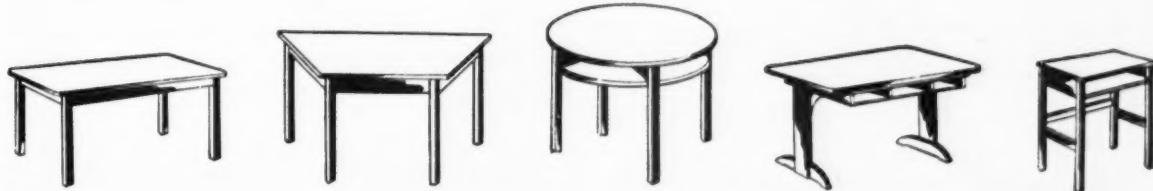
The NATCOLITE top provides the perfect surface for every school purpose. Tested over a period of many years in institutional use, it has proven its ability to withstand the most rugged treatment. Moreover, the NATCOLITE top today boasts other important assets that will be warmly welcomed by school administrators. It has a specially designed, completely glare-proof NEVAMAR surface. The sturdy Wynene plastic edge seals the top on all

sides for protection against lateral impact.

The NATCOLITE top discourages destructive impulses. It cannot be stained by ink, paints, crayons . . . a damp cloth wipes it clean. It never needs refinishing or resurfacing. The NATCOLITE top is made in mellow maple grains. It is furnished on every desk and table in the National line and is also available as a replacement top for old desks.

NATIONAL SCHOOL FURNITURE COMPANY
Division of National Store Fixture Co., Inc.

ODENTON, MARYLAND



Ventilator

SE-529

14 Sizes Available

The Swartwout Co. has completely redesigned its Airlift Centrifugal Fan Ventilator. A new one-section hood—lifting on swing-hinges in smaller models and removable on large sizes—covers motor chamber and directs air exhaust downward for dispersion over roof. Hood removal provides easy access to motor and fan chambers for servicing and cleaning.

Designed primarily for low noise level duct exhaust, the Airlift comes in 14 sizes and a wide range of

available capacities at static pressures from 0 to $\frac{7}{8}$ ".

THE SWARTWOUT CO., Cleveland, Ohio.

Football Cape

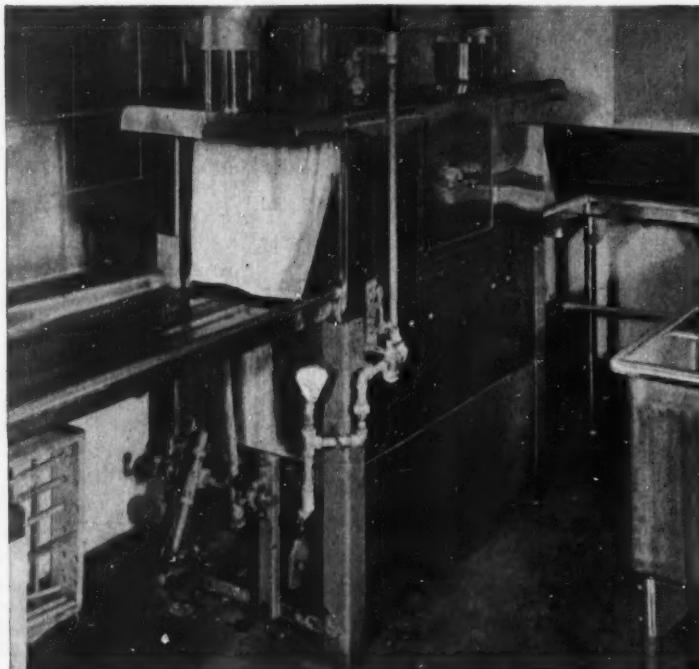
SE-530

Remains Pliable in Cold Weather

A new type of Football Cape is now available made of low temperature plastic that is not affected in any way by either heat or cold. It will remain soft and pliable in extremely cold weather.

All of the seams of this garment

SE-352



How Loma Linda Hospital Solved Its Dishwashing Problem

Congratulations to the Loma Linda Hospital, Loma Linda, California, award winner in Institutions Magazine Seventh Annual Food Service Contest and to the Rehco Corporation, Los Angeles, California, who designed and installed the efficient dishwashing layout shown above. Fast, efficient dishwashing service is

provided by the Universal Model Y single tank automatic conveyor equipped with Universal exclusive Swing-Wash® and positive forward drive through final rinse. With a capacity of 3750 dishes (115 racks) per hour, dishes glide through the washer quickly and come out sparkling and clean.

Write for

full information on
this and other out-
standing Universal
installations.



57 WINDSOR PLACE, NUTLEY 10, NEW JERSEY

World's Largest Exclusive Producer of Commercial Type Dish, Glass and Silver Washing Machines



are vulcanized or heat-sealed, making it entirely waterproof. It has inside hand pockets to keep the cape closed tightly, snap front, oversize hood to go on over a football helmet, as well as oversize shoulders to go on over football shoulder pads.

BUTWIN SPORTSWEAR CO., Finch Bldg., St. Paul 1, Minn.

Overshoe Rack

SE-531

Helps Keep Order



Vogel-Peterson Co. announces the Stormrak, a rack which permits an orderly arrangement of stormy weather paraphernalia. It has 8 openings for umbrellas and three shelves for overshoes or rubbers.

Built of heavy gauge welded steel, the modern design fits into any decor. Each umbrella rack has removable drip pans.

VOGEL-PETTERSON CO., 1127 W. 37 St., Chicago 9, Ill.

(Continued on page 200)

*Simply plug into any
110-volt outlet for
an extremely bright,
flickerless spot* **SHARP EDGED FROM HEAD TO FLOOD!**



Horizontal masking control angles 45 degrees in each direction. Fast operating, 6-slide color boomerang. Mounted on casters.

**FREE YOUR
VISUAL TRAINING PROGRAM
FROM THESE LIMITATIONS**

Gone are the days when you must confine slide projection to dark rooms. You can now project brilliant pictures of up to theatre size even in difficult to darken classrooms and auditoriums of any size with the

Strong UNIVERSAL

**High Intensity A.C.
ARC SLIDE PROJECTOR**

Especially useful where it is desirable to maintain daylight or artificial illumination for taking lecture notes, or where it is impractical or uneconomical to provide curtains or shades.

Readily portable from room to room. Entirely safe in the hands of a layman, it is easier to operate than the average 16mm projector. Plugs into any 110-volt A.C. outlet. The motor-driven arc operates continuously for 80 minutes without retrimming. The model 44,000 projects 3 1/4" x 4" slides, and with adaptations, 2" x 2" slides. Comes complete with slide carrier, power transformer, and arc lamphouse.



USE COUPON NOW TO OBTAIN
FULL DETAILS AND PRICES.

DEALER INQUIRIES INVITED.

THE STRONG ELECTRIC CORPORATION

114 City Park Avenue

Toledo 2, Ohio

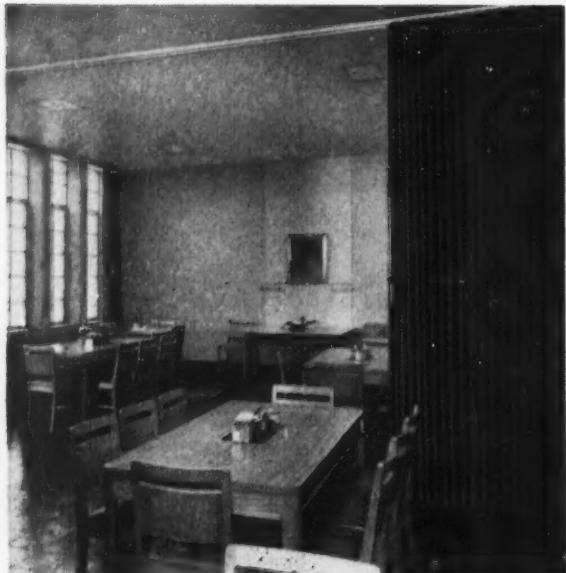
Please send brochures and prices on the Strong Trouper; Trouperette; Universal Projector.

Name _____

Address _____

City & State _____

Name of Supplier _____



**the one best way
to add new classrooms
with "modernfold"**

School cafeterias, assembly halls, gyms and corridors . . . all potential classroom space when you can call on the magic of "Modernfold" doors. These steel structured folding walls fit your space to your needs in seconds. They can be installed without costly remodeling. Best of all, they free you from worries about maintenance, repair or replacement. "Modernfold" doors have been made extra sturdy and give you extra years of trouble-free service.

"Modernfold" doors are available in sizes to fit any opening, or solve any room division problem. Covering is finest obtainable vinyl fabric—needs no paint, washes with soap and water.

Consult your "Modernfold" distributor (listed under "doors" in your city classified directory) today. Or mail coupon.

The Trouble-Free Folding Door

Only "Modernfold" has opposing double hinges both top and bottom. "Modernfold" folds evenly, along its center line instead of zig-zagging from side to side. This prevents warp and twist—means greater strength, longer life, better appearance.



Sold and Serviced Nationally

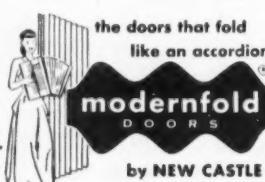
**NEW CASTLE PRODUCTS, INC.
NEW CASTLE, INDIANA**

In Canada:
New Castle Products, Ltd.,
Montreal 6

NEW CASTLE PRODUCTS, INC.
P. O. Box 791
New Castle, Indiana

Please send full details on "Modernfold" doors

Name _____
Address _____
City _____ County _____ State _____



Copyrighted New Castle Products, Inc., 1954

RIGHT FOR SCHOOLS

If you are considering new kilns, send today for this bulletin that gives you the details on heavy-duty units for schools preferring permanent equipment.

**on
PERECO
Electric
KILNS & FURNACES**

This is not flimsy hobby equipment. It is full-fledged school equipment built to the same heavy-duty quality standards of kilns used by industry.

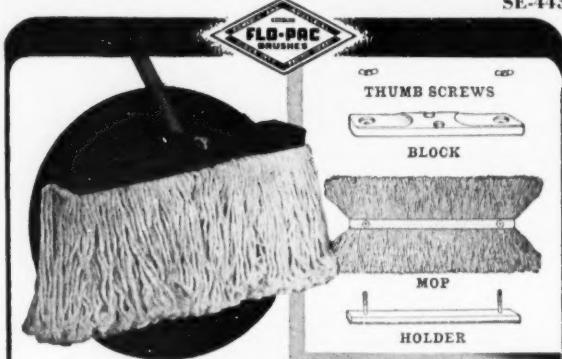
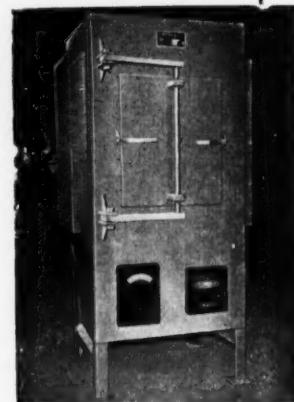
This typical Pereco Kiln is a Model MC-7800-SP. It connects directly across-the-line for intermittent service in school shops. Safe and simple to operate, it provides clean electric heat up to 2200° to 2300° F., with accurate control of firing cycles. It is supplied with the most efficient, practical types of manual controls, including a 100-step power-input controller and magnetic contactor. Working chamber is 24" long, 18" wide, and 18" high. Many other models and sizes of Pereco Kilns also available. Write for complete details.

**PERENY
EQUIPMENT CO.**



Dept. J, 893
Chambers Rd.,
Columbus 12,
Ohio

Standard and
Special Kilns
For Temperatures
450° to 5000° F.



CUT FLOOR CLEANING COSTS WITH FLO-PAC YARN BRUSHES

Reduce daily floor cleaning time . . . buy Flo-Pac Yarn Brushes. There's nothing finer for dust mopping smooth floors . . . asphalt tile, hardwood, linoleum, etc. Made from selected long-fibre cotton, trimmed 5½ inches, the deeply filled Flo-Pac Yarn Brush picks up all the dust and grit. Handy thumb screws permit easy disassembly for washing or replacement. Block sizes, 12 in. to 48 in.

SOME OTHER FLO-PAC MAINTENANCE TOOLS:
Rotary Floor Machine Brushes • Utility Brushes
Toilet Bowl Brushes • Wall and Ceiling Brushes
Sturdwool Waxer Pads

176 ORDER FROM YOUR JOBBER TODAY

**FLOUR CITY
BRUSH CO.**

Minneapolis 4, Minn.

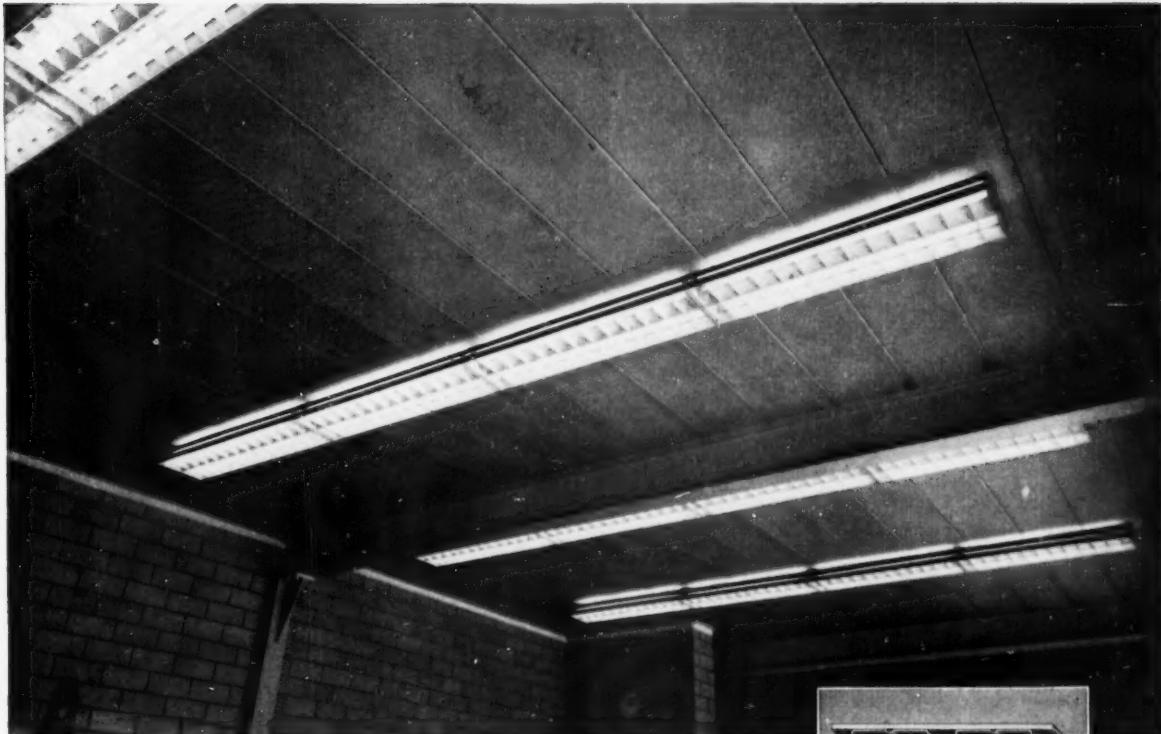


**PACIFIC COAST
BRUSH CO.**

Los Angeles 21, Calif.



"A salute to those who made it possible" *



St. Mary's Parish School, Hammond, Ind. Architect: Bachman & Bertram, Hammond. Contractor: Swenson-Carlson Bldrs., Inc., East Chicago, Ind.

Noise disappears inside this ceiling!

There are no acoustical gimmicks stuck on this ceiling. Nothing that has to be applied to its surface by expensive tradesmen. Nothing that can come loose and fall down. Here the ceiling *itself* is the silencer. It is formed of remarkable *acoustical-structural*, long-span Fenestra® Building Panels.

This single compact package is beautifully finished structural ceiling, non-combustible acoustical treatment and acts as a joist system support for finished roofing. And, if your building has a second story, your Fenestra ceiling forms a strong, solid subfloor for rooms above. You can see the econ-

omy of using versatile Fenestra Building Panels.

Fenestra Acoustical Panel is a strong metal box beam (or beams) with a strong, structural top surface, a flat, perforated bottom surface and glass fiber insulation in the space between. These panels are made exclusively by Fenestra (Detroit Steel Products Company)—one of America's largest and best-known producers of metal building products.

For full details call your Fenestra Representative listed in the phone book yellow pages, or write, Detroit Steel Products Company, Dept. SE-3, 3431 Griffin St., Detroit 11, Michigan.

®Trademark



New Acoustical Structural
"D" Panels. Width 24".
Depth 1½" to 7½".

* Your need for a maintenance-free, non-combustible, built-in acoustical treatment encouraged us to develop Fenestra Structural-Acoustical Building Panels—a great advancement in building products.

Fenestra | METAL
BUILDING
PANELS

Wax

SE-532

Has Exceptional Water Resistance

Hillyard's Super Hil-Brite Wax is formulated of the hardest of high grade imported Carnauba wax. Its exceptional water resistance saves both time and money because it protects against tracked-in moisture, provides long wear and low-cost maintenance by damp mopping. With Hil-Brite, on floors subjected to average traffic, only twice-a-year waxing is recommended.

HILLYARD CHEMICAL CO., St. Joseph, Mo.

Typing Desk

SE-533

Converts for Bookkeeping

The Typewriter Desk above, Model 23000, is a dual purpose piece of

equipment. The new, patented mechanism permits the school to use this desk for both bookkeeping and typing instruction. The typewriter automatically lowers itself to a vertical position, affording ample knee space, and the rear shelf closes to form a full, smooth writing surface.

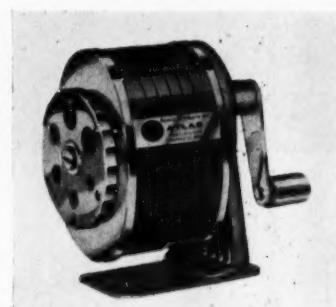
This desk is of extra heavy construction and designed for years of use.

P & W CABINET MAKERS, 5814 Main St., Long Hill, Trumbull, Conn.

Archery Bows Kit SE-534**Bows Made of Fiber Glass**

Archery bows of indestructible fiber glass are now available in kit form. All the necessary parts plus simple directions are included. Two sizes are available: 20 lb. and 30 lb. pull.

SCHOOL PRODUCTS CO., 47 Great Jones St., New York 12, N. Y.

Pencil Sharpener SE-535**Low Cost, Rugged Model**

The Apsco Atlas Pencil Sharpener is a low cost model built for rugged usage.

The sharpener has an all-steel frame of heavy gauge steel welded to a solid steel base, and supplied with three screw holes for rigid permanent installations. A replaceable ring gear and bearing make it unnecessary to demount the base after the initial installation. The heavy cutter head and cutters are designed for easy installation of new replacement cutters. Stylized in a grey hammerhead finish with chrome trim.

APSCO PRODUCTS INC., 336 N. Foot-hill Rd., Beverly Hills, Calif.

(Continued on page 204)

SANI-MIST

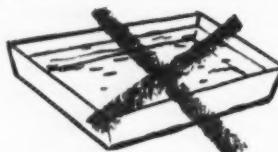
STOPS ATHLETE'S FOOT

**the NEW
SANITARY WAY**



1. Step On
 2. Mark Time
 3. Step Off
- That's all!*

Don't Spread It
with old fashioned methods
of foot sanitation



SANI-MIST INC.

Dept. E • 1724 Chestnut Street, Phila. 3, Pa.

SE-406

Krueger's Ahead
WITH THE FINEST
TUBULAR CHAIR EVER!

More durable — and more comfortable than many folding chairs costing twice as much, Krueger tubular steel chairs boast:

- Seamless tube frames
- Electrically welded and riveted construction
- Die-formed leg stretchers
- Curved rolled edge backrest
- Positive, non-pinchng seat lock
- Silent folding operation
- Y-type non-tipping frame
- Baked-on enamel finish

FEATURES THAT MEAN MORE!

No. 62, with curved hardwood veneer seat for indoors and No. 61, with perforated, curved steel seat for outdoor use, provide you with super quality seating that is sturdy built to last for years. Light in weight, quick and quiet folding, easy to carry and store.

WRITE FOR CATALOG

Describing the complete Krueger line of steel tubular and channel frame folding chairs.

KRUEGER

METAL PRODUCTS • GREEN BAY • WISCONSIN

SE-497

BARRICKS

America's
Finest

FOLDING TABLES

Barricks are the only folding tables that have the outstanding Barricks Automatic Leg Lock which is unconditionally guaranteed for 5 years! Legs lock into position automatically . . . close at a finger touch!

Barricks Steel Channel Girder assures built-to-last tables that withstand the hardest service. That's why shrewd buyers for schools, hotels, churches and institutions specify Barricks tables.

Available in rounds and rectangles in a style and size to meet every budget.



SEE YOUR DEALER
OR WRITE TODAY
FOR OUR NEW
1953 CATALOG

BARRICKS MFG. CO., 2253 S. HALSTED ST., CHICAGO 8, ILL.

THE ONLY TABLES
with the
BARRICKS
AUTOMATIC LEG LOCK
and
CHANNEL-GIRDER
CONSTRUCTION

Fingertip
SET-UP
and
FOLDING

SE-498

BORROUGHS

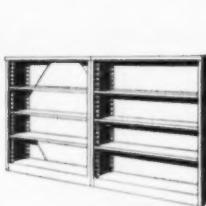
Wrap CHECK RACKS

will "fill the bill" wherever
wraps are checked

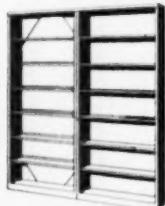


May we suggest that you take time out and investigate the merits and advantages of Borroughs Wrap Check Racks. Made in 3 standard units to accommodate 12, 16 or 20 coats and hats, 4 of each per foot. All available in double-face units. All also available with or without numbering. No charge for Borroughs layout service. Send for literature.

You may need these Borroughs Products too.



BOOKCASES AND
STORAGE UNITS



LIBRARY SHELVING



SLIDING DOOR
STORAGE CABINETS

BORROUGHS MANUFACTURING COMPANY

A SUBSIDIARY OF THE AMERICAN METAL PRODUCTS COMPANY
OF DETROIT

3062 NORTH BURDICK KALAMAZOO, MICHIGAN

amp

SE-445

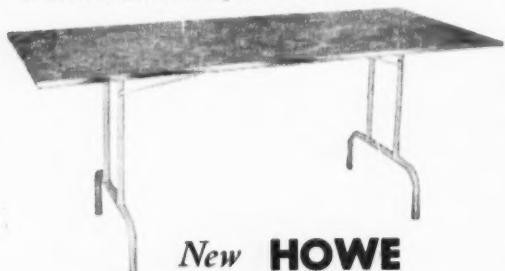
Folding Tables by HOWE

Howe folding tables are especially designed for comfortable seating and rugged wear. They're light, strong—and practically indestructible. They fold smoothly and compactly—take up minimum space when not in use.



HOWE
Square Leg Table

All steel chassis. A brace at each leg for extra strength and a leg at each corner for engineering balance. Riveted and welded throughout. Choice of several different tops and sizes.



New HOWE
Pedestal Leg Table

All steel chassis with retreating leg fold. Strong, fool-proof lock with self-tightening principle. Two separate braces for each pair of legs. Braces are riveted to chassis. Choice of several different tops and sizes.



New HOWE *Bench and Table Combination*

This revolutionary folding bench and table unit is a wonderful convenience for cafeteria, classroom and many other uses. Converts quickly into a bench with back rest, or a two tier "bleacher." Folds automatically and can be moved with ease. No more lifting or luggering. It literally "floats" along.

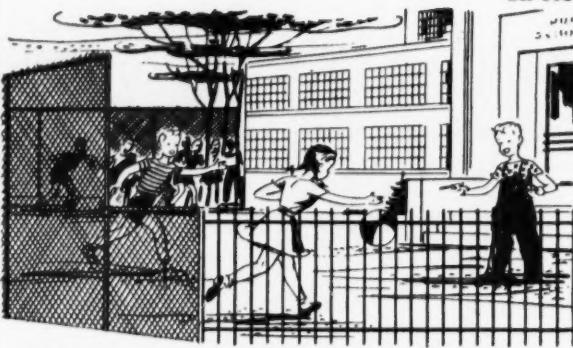
Dimensions: Table—30" x 72" x 27" high. Benches—9½" x 72" x 16" high. Folded position—17½" x 72" x 38½" high.

IF IT FOLDS—
ASK

HOWE

HOWE FOLDING FURNITURE, INC.
ONE PARK AVENUE • NEW YORK 16, N. Y.

SE-446



PROTECTING School Children is our business

One way to reduce school ground casualties is to surround play areas with a Stewart Chain Link Wire or Iron Picket Fence. For complete details write for catalog. Please mention whether you are interested in wire or iron fence. Stewart also produces many other wire and iron products for schools. Information on these items sent on request.

THE STEWART IRON WORKS CO., INC.
2159 Stewart Block, Cincinnati 1, Ohio
Experts in Metal Fabrications
since 1886



Stewart Chain Link Wire Fence is made in several styles.



Stewart Iron Fence is made in plain and ornamental iron.

Stewart IRON and WIRE
FENCES

SE-447

BRISK

**WATERPROOFING
COMPANY, INC.**

Manufacturers and Installers of
LARSON Preformed Waterproofing Units



LARSON Preformed Waterproofing Units limit the penetration of water to outer 4" of walls above grade and provide a membrane sealed in the wall.

More than 750 school buildings are now protected by the Larson System.

Survey report, "Let's Look at The Record" and A.I.A. file available on request

BRISK WATERPROOFING CO., Inc.
103 Park Ave., New York 17, N. Y.

For Limited
Budgets—
For Accurate
Classroom Timing—

Montgomery PROGRAM TIMERS

**Cost Little To Install—
Ring Bells, or Other Signals,
Automatically**

Think of it! For less than \$200.00 you can purchase a Montgomery program clock, including transformers, bells, and other signals suitable for most schools. The clock alone will cost as little as \$86.25. Your own school electrician can make the installation. Your classroom schedules will run automatically—on time—with variation, until you change them on the program disc.

Get all the facts! Write for details today, or ask your School Supplies Distributor.

Montgomery MANUFACTURING COMPANY

OWENSVILLE 4, INDIANA

Over 90% of Low Cost Program Timers are Montgomery



SE-448

SE-450



BOSTON KS

BOSTON SPEED CUTTERS HAVE 30 CUTTING EDGES

The BOSTON speed cutter feature is a good solid reason for insisting upon BOSTON when ordering pencil sharpeners. **6 EXTRA CUTTING EDGES ON EACH BOSTON MACHINE.** These husky solid steel speed cutters are the sharp answer to pencil pointing service. **25% more cutter means less putter.**

◆ **FREE! . . . SCHOOL REPORT ON THE USE OF PENCIL SHARPENERS! SEND FOR YOUR COPY TODAY!**

Boston Sharpeners are backed by a full year's guarantee!

Specify Boston for "Trouble Free" Pencil Sharpeners

The BIG name in
Pencil Sharpeners

**BOSTON
PENCIL SHARPENERS**

**C. HOWARD HUNT PEN COMPANY
CAMDEN 1, N. J.**

EST. 1899

Also manufacturers of Speedball Pens and Products . . . Hunt Pens



SE-449

Just 9 of 50,000 Items . . .

. . . used daily in every well-run kitchen are shown above as examples of the food preparation and service equipment sold by DON. Your DON salesman can show a lot more that will help you do more . . . with less work, less waste and in less time. On all the 50,000 Items, satisfaction guaranteed or your money back.

Ask your DON Salesman



or write Department 26

1400 N. Miami Ave.
Miami 32

27 N. Second St.
Minneapolis 1

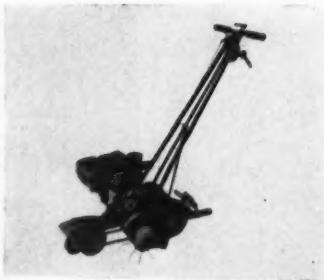
2201 S. LA SALLE ST., CHICAGO 16

SE-536

Lawn Trimmer, Edger For Hard-to-Reach Places

The 2-in-1 Ryan Lawn Groomer is a highly maneuverable machine that reduces trimming and edging jobs to a matter of hours instead of days.

Made with a one-piece cast aluminum frame, the mower is powered by a model 6, 2 hp Briggs-Stratton engine. The specially designed cutting blade has ten flexible steel cutting edges which resist damage from stones, sidewalks and curbs. All controls are at the fingertips of



the operator. The working head is mounted just forward of the rear wheels, giving better balance and positive, true-line control while trimming and edging.

With a simple tilting of the center-

mounted cutting blade, the Ryan is ready to do a precision edging job along curbs, sidewalks, flower beds and around trees.

K AND N MACHINE WORKS, St. Paul, Minn.

SE-537

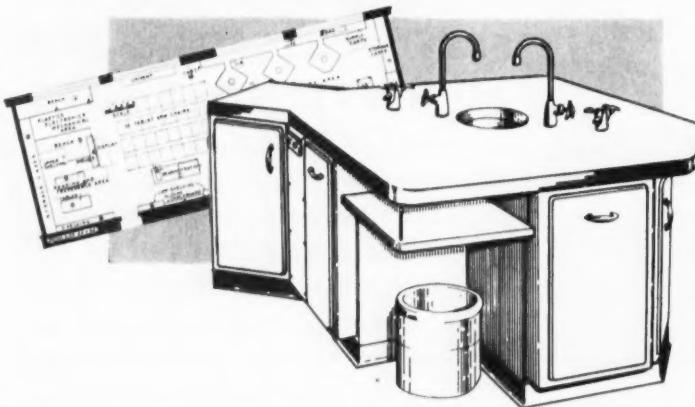
Cleanser

For Wall Tile, Porcelain

Tile Groom is the name of a new tile cleaner manufactured by M & H Laboratories. A small quantity spread over the excess tile cement on new installations will remove the residue instantly and cleanly. On surfaces where cement has hardened, Tile Groom, if left on for several minutes, will penetrate and allow removal of the hardened mastic.

M & H LABORATORIES, 2705 Archer Ave., Chicago 8, Ill.

EXCITING NEWS IN SCIENCE EDUCATION



For the past several years there have been increasing rumbles of a new direction in science teaching, which will open new vistas for a properly-trained teacher in a properly-planned room.

Sheldon has been keenly aware of this new trend. We have watched it in successful practice and thoroughly explored the program with expert proponents. In consultation with leading teachers and administrators, we have carried out our own research program aimed at a clear analysis of new needs in both furniture design and room planning.

The result is a thorough grasp of essentials which we can express in fundamental simplicity — basic furniture units and a basic room plan. Out of the elements of this basic room plan we are prepared to fill any requirements you have in new total-experience science rooms — or to increase the effectiveness of your present setup. We invite your questions.

Send for the new Sheldon brochure entitled: "Sheldon and the New Direction in Science Education" — for teachers, administrators and architects. It will inform about this important new development.

**E. H. SHELDON EQUIPMENT CO.
MUSKEGON • MICHIGAN**

EDUCATIONALLY-
CORRECT
FOR

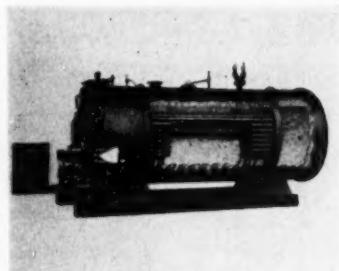
SCIENCE ROOMS, SHOPS, ARTS-AND-CRAFTS STUDIOS AND HOMEMAKING ROOMS

Sheldon FURNITURE

Boiler-Burners

SE-538

Include Steam and Water Models



The new Kewanee-Petro Boiler-Burner Unit has just been put on the market. The units are engineered to satisfy the need for a fully integrated boiler-burner combination, with wide flexibility of application. Both steam and water models are available, ranging in sizes from 39 to 456 hp for high pressure steam and from 1,313,000 to 15,300,000 Btu for 15 lbs. steam or 30 lbs. water. All models are available, equipped for firing No. 6 or lighter oil, or for high or low pressure gas, or for a combination of the two. With combination models, shifting from one fuel to another is quickly and easily accomplished.

PETRO, Cleveland 11, Ohio, and KEWANEE-ROSS CORP., Kewanee, Ill.

(Continued on page 208)

ARCHER #4 DENTAL & HYGIENE CHAIR
ESTABLISHED 1857



Tilting & revolving seat frame reclining back hydraulic oil hermetically sealed & removable unit. Oil can't leak out even if chair is tipped over. Circular with full information on request.

ARCHER MFG. CO. INC. 1125 Lexington Ave.
Dewey P.O. Rochester 13, New York

**THE FIRST
REALLY COMPLETE
School
Instrument Line**

Everything you need in both instruments and exclusive teaching helps—to develop the school instrumental music program from Kindergarten to College! Here's the one really complete line of school band and orchestra instruments—wind, string and percussion, as well as Rhythm Band, Advanced Rhythm Band and Song Flute—all of guaranteed quality under one name. Need help with your band and orchestra organizing problems? Write us! Mail coupon for helpful literature.



MAIL COUPON
FOR THIS BOOKLET
AND OTHER FREE LITERATURE



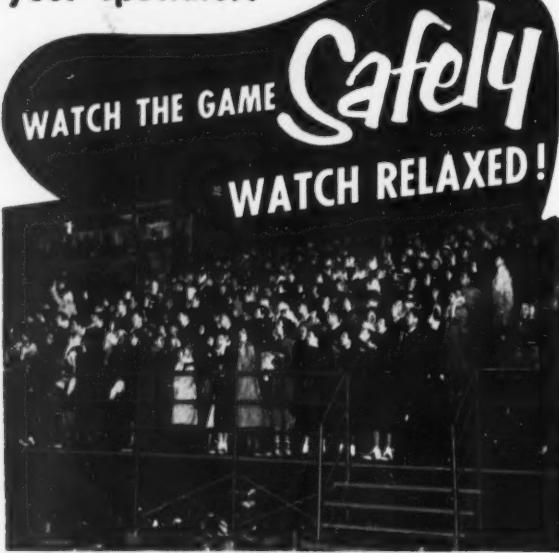
PAN-AMERICAN
BAND INSTRUMENTS
Division of C. G. CONN LTD.
ELKHART, INDIANA

Especially important to School Administrators is this free 12-page booklet, "Music, and the Basic Objectives of Education." Send for it without obligation.

PAN-AMERICAN BAND INSTRUMENTS, ELKHART, INDIANA, DEPT. 363

- | | | |
|---|--|--|
| <input type="checkbox"/> Music, and Basic Objectives | <input type="checkbox"/> String Instrument Catalog | <input type="checkbox"/> Wind Instrument Catalog |
| <input type="checkbox"/> Rhythm Band Instrument Catalog | Name _____ | Title _____ |
| <input type="checkbox"/> Percussion Instrument Catalog | Address _____ | |
| <input type="checkbox"/> New Educational Aids Catalog | City _____ Co. _____ State _____ | School _____ |

IN SAFWAY BLEACHERS
your spectators



Spectators like the wide aisles and well-planned seats.

Sport fans can enjoy every game because they see all the plays from well-planned Safway bleacher seats. Safway frames give rise-per-row of not less than 8½ inches, and walkways installed on tight-holding plank fasteners provide walking space 16 inches wide. Vertical and cross aisles are spacious. Safway design keeps the crowd moving out of the stands *fast and safely* after the game is over.

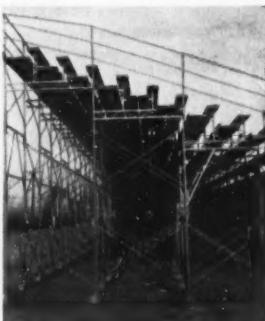
COMPLETE SAFETY FOR EVERYONE

Most important, *safe* Safway construction keeps every person completely safe. The geometric pattern of bracing (*below*), reveals the accuracy engineered into all Safway bleachers. See how the stresses are distributed evenly throughout the entire assembly. No single tower shoulders the load. Cross braces are held tightly by studs and wing nuts.

TAKE 'EM DOWN FAST

When the time comes to dismantle Safway bleachers, you can do it safely and quickly. They're easy to take apart because of wing nut and coupling pin construction. Lightweight all-steel members are easy to carry and store compactly. They can be re-used at other locations, outdoors or inside, in the same or other forms.

Find out now how portable and permanent steel bleachers will save you money. Write for your free bulletin today.

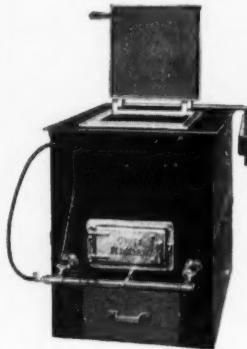


Here's safe construction, bracing that distributes stresses evenly.



**FOR Small School
OR Large School**

a Joseph Goder Incinerator means **EFFICIENCY . . . ECONOMY**



Typical of an installation for small or medium schools is the Joseph Goder No. 5 Incinerator. The No. 5 is a portable incinerator which is capable of consuming 50 lbs. of refuse, maximum 4 hour burning period. Available with oil or gas firing mechanism.



Learn more about Joseph Goder Incinerators... Write for free catalog or consult the classified pages of your telephone directory for nearby representative.

JOSEPH GODER INCINERATORS
5121 N. Ravenswood Ave. • Chicago 40, Illinois



with



Save the costly time of your staff hunting lost keys... costly lock repairs and replacements...at a saving that will be more than the cost of the system the very first year you own it. Write today!

Attach to
your letter-
head and
mail today

P. O. MOORE, INC., Dept. SE-11
300 Fourth Ave., New York 10, N. Y.

I would like to have, without obligation, literature describing your product.

Name.....

Address.....

City, State.....

SE-454



GOUNT all the things you want in a folding table and you'll find them all in HANOVER IDEAL FOLDING TABLES. Curved legs made of tubular steel are designed to eliminate knee interference and provide more comfortable seating capacity. Smooth tops, made of tempered masonite, fir plywood, birch plywood, or plastic are mar and stain resistant, clean easily. Positive locking device consisting of two aluminum locks with automatic latches assures against collapse. When folded, tables are only 3 inches thick. They're HANOVER IDEAL FOLDING TABLES.

HANOVER SALES COMPANY

27 York St., Dept. 12, Hanover, Penn.



Good territories still open for dealers.

SE-455

It's the CLICK that counts



For quickest and easiest operation, plus economy, security and durability — it's the Goubler Keyless Lock. In the dark or in the light, just Count the Clicks — presto, it's open.

GOUGLER KEYLESS LOCKS

- Are Serially Numbered
- Have FREE Service Records
- Materials & Workmanship Guaranteed

Available with or without Master Key

WRITE FOR INFORMATION

C. L. GOUGLER Keyless Lock Co.
705-769 Lake St., Dept. 3, Kent, Ohio

Unsurpassed Educational Tool CENTRAL CONTROL ALL-FACILITY SCHOOL SOUND SYSTEM



Rauland VERSATILE DUAL-CHANNEL SYSTEM

Here, at minimum cost, is the complete answer to administrative problems. This All-Facility Console distributes administrative information instantly for up to a total of 40 classrooms; feeds microphone, radio and phone programs to any or all rooms, and provides 2-way conversation between any room and central control Console. Includes every modern feature to enhance instruction and improve administration.

Your choice of every desirable program facility

① SWITCH PANEL

Selects any or all rooms (available with up to 40 room capacity). Distributes any 2 programs; selects communication and room-return.

③ PROGRAM PANEL

Selects and distributes any of 2 microphones (one at Console and one remote), Radio or Phonograph.

⑤ ALL-CALL SWITCH

An Emergency and All-Call feature—instantly connects all rooms to receive programs or instructions.

② FM-AM RADIO

Selects any radio program on the complete FM band or the entire AM standard Broadcast band for distribution to any or all rooms.

④ INTERCOM

This panel serves as the second program panel and as the intercom panel permitting 2-way conversation with any room.

⑥ RECORD CHANGER

Highest quality Automatic Changer plays records of all sizes and all speeds.

This System is also available in S114 Consolette model, less desk. Write for full descriptive details covering these quality-built, ultra-modern systems.

RAULAND-BORG CORPORATION

Rauland-Borg Corporation
3515-E West Addison St., Chicago 18, Ill.
Send full details on RAULAND School Sound Systems.

We have.....classrooms; auditorium seats.....

Name.....Title.....

School.....

Address.....

City.....Zone.....State.....

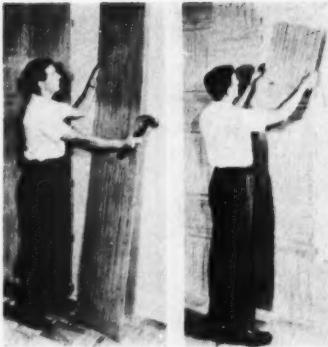
SE-456

Wall Paneling

SE-539

Offers Installation Economies

Marline Planks and Blocks are a new tongue and groove prefinished wall paneling introduced by Marsh Wall Products, Inc. Designed for speedy installation, without the division mouldings and adhesive usually required for prefinished paneling, these new materials save labor costs in either new construction or remodeling.



The planks are 16" wide and 8' long; the blocks are 16" square. Both are 3/16" thick. Both planks and blocks are resistant to moisture.

MARSH WALL PRODUCTS, INC.,
Dover, Ohio.



the Special Ingredient in a Good Flooring Job • • • It's the **LOXIT** **FLOOR** **LAYING** **SYSTEM!**

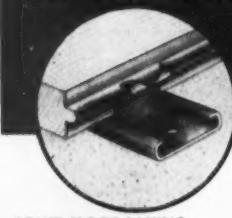
A simple engineering principle can make a world of difference in your wood floors. Loxit has developed a mechanical system of floor laying which does away with wood sleepers, nails and adhesives. Instead, Loxit uses just three basic parts — a channel, a clip and an anchor — to give your wood floors longer life and trouble-free service. If your present wood flooring needs replacing, DO IT RIGHT WITH LOXIT!

FLOORS ARE IMPORTANT — CONSULT YOUR ARCHITECT

Write for Literature, Catalogs, Samples

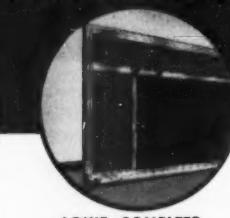
LOXIT SYSTEMS, INC., 1217 W. WASHINGTON BLVD., CHICAGO 7, ILL.

THERE'S A PLACE FOR LOXIT IN YOUR PLANS!



**LOXIT FLOOR-LAYING
SYSTEM**

Solves the problem of
large wood floor areas
laid on concrete.



**LOXIT COMPLETE
CHALKBOARD SYSTEM**

Loxit-Tylac Rite Green Chalkboards
and Tackboards, Loxit Tru-Snap All-
Aluminum Trim, and accessory items.



**LOXIT VICTORY
ACCOUSTICAL SYSTEM**

Really three systems in one
— "X" Regular — "Y" Surface
Applied — "Z" Combination.



The new 1954 model Oneida School Bus offers a score of safety features ranging from doubly-riveted body panels to a full six feet of headroom for full visibility and better air circulation.

The two-piece safety sash, more spaciously designed than in previous models, is built right to the roof line to provide better visibility. Constructed of safety glass, rimmed in steel and set in rubber, the top sash provides a full nine inches for more safety and ventilation, while the lower panel is stationary to prevent children from poking heads or arms from the bus.

ONEIDA PRODUCTS CORP., Canastota, N. Y.

Controlled Reader SE-541 Trains in Rapid Reading

The Timex and Controlled Reader are used to provide students with a more efficient reading attack, speedier reading ability, improved comprehension, etc. The Timex flashes numbers, letters, words or phrases on a screen sometimes for only 1/150 of a second, or for as long as 1½ seconds. The Controlled Reader is used to apply seeing ability to reading.

EDUCATIONAL DEVELOPMENTAL LABORATORIES, 33 Sunset Lane, Levittown, N. Y.

(Continued on page 212)



The Name HOLDEN

on a Book Cover is a Guarantee of Quality.
Book Covers to be efficient

must withstand *all* the weather conditions which students encounter carrying books to and from school. They must also resist the rubbing and scuffing incidental to classroom use.

HOLDEN BOOK COVERS

are made of specially processed paper to meet these requirements.

They have a hard, smooth finish and are water-repellant and wear-resistant.

Holden Covers are Attractive

They are Easily Adjusted

They Stay on the Books

They Prolong the Life of the Textbooks *up to 3 years.*

BE THRIFTY—BUY HOLDEN COVERS—A GUARANTEE OF MAXIMUM SERVICE FOR THE MONEY EXPENDED!

Samples on request

HOLDEN

PATENT BOOK COVER COMPANY

Springfield, Massachusetts

SE-461

Masco
CONTROL AMPLIFIERS

For Efficient School and Institutional Operation

Reach any or all parts of your building with the flick of a switch. Make announcements...play music...put on special programs...hold two-way conversations. There is a Masco Control Amplifier to fit your needs—from 6 to 60 stations. Available with built-in AM-FM radio and phonograph. All units have 28 watts of audio power, 40 watts peak power. Simple installation instructions furnished.

Model MPS 40 for 40 stations. Complete with AM-FM radio and single speed manual phonograph. List Price \$675*. Other models begin at \$232.50*. *West of Rockies add 5% to above list prices.

Write for Catalog No. 2150

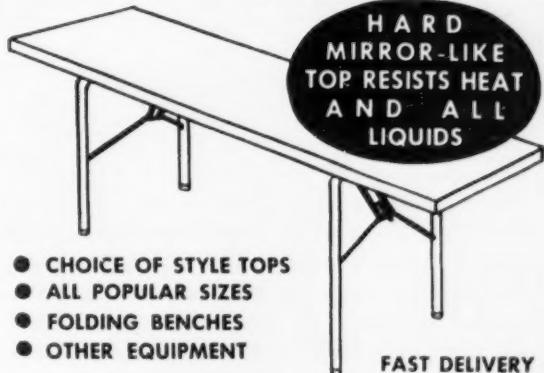
MASCO
SOUND EQUIPMENT

MARK SIMPSON MANUFACTURING CO., Inc.
32-28 49th Street, Long Island City 3, N.Y.

SE-462

STYLED TO SERVE YOUR SCHOOL

The LUXWOOD® All-Purpose FOLDING TABLE Line



Write for Illustrated Literature

Attach to
your letter-
head and
mail today

THE JAMES P. LUXEM CO., Box 175
3353 N. Lincoln St., Franklin Park, Ill.

I would like to have, without obligation,
illustrated details of your table line.

Name _____

Address _____

City, State _____

SE-463

**YOU
CAN'T
AVOID**



DIRTY FLOORS

Sure as you have floors, you can expect to clean DIRTY FLOORS—every day, every week—year after year! You just can't avoid DIRTY FLOORS!

**BUT YOU CAN
CLEAN ANY FLOOR
EASIER
FASTER**

AT LESS COST

...WITH

WHITE

Floor Cleaning Equipment

Here's a round bucket outfit that can't be beat for efficiency and economy! Foot operated wringer for greater pressure and easy mop handling.

See the complete White line at your dealer's . . . Write for Catalog No. 153.



WHITEY
MOPZUM
SAYS:
It's RIGHT
... if it's

WHITE

A COMPLETE LINE OF FLOOR CLEANING EQUIPMENT

SE-464
**For effective visual elementary
math teaching**

**PANA-MATH
COUNTING FRAME**
ABACUS TYPE



SIZE 20" x 32"

Grade 1 to 4 Requirement

Pana-math is a versatile classroom counting frame for incidental learning of the important concepts of arithmetic. The ancient abacus is now adapted as a modern teaching aid to visualize numbers, groups and relationships by actual arrangement of beads. Sturdily constructed of 13/16" hardwood the frame has 10 removable push-spring rods each with 10 colorful beads. Your teachers will appreciate Pana-math . . . highly commended by teachers, principals and boards (Pat. Pend. . . Reg. App. for)

- Time Teaching Clocks • Folding Easels • Stoves
- Sinks • Refrigerators • Ironing Boards
- Educational Toys • Jig-saw Puzzles • Peg Boards
- Drawing Boards • Playhouse Screens • Beads

DEPARTMENT SE

DAINTEE TOYS, INC.
230 STEUBEN STREET, BROOKLYN 5, N. Y.

Send for "Manual
for Teaching with
Counting Frame"
by Dr. Irving Allen
Dodes.

SE-465

**ALL STEEL
COMBINATION
STORAGE UNITS**

YOU CAN BE SURE that your stored films will be safe from dust, heat or dryness with NEUMADE COMBINATION STORAGE UNITS!

Neumade

**PROTECTS
YOUR
FILM!**



Model MM-119—A practical storage cabinet for the varied film library. Holds 400, 800, 1200, 1600 ft. reels; 100 filmstrip cans plus utility drawer in base. Overall size: 30" wide, 70" high, 16" deep. Over 50 models to choose from. Write for free catalog.

Neumade

PRODUCTS CORPORATION

330 West 42nd Street
New York 18, New York

THE SCHOOL EXECUTIVE

SE-466

Darnell Casters

**SAVE
EQUIPMENT . . .**



Free Darnell Manual

DARNELL CORPORATION, LTD.

DOWNEY (LOS ANGELES COUNTY) CALIFORNIA
60 WALKER STREET, NEW YORK 13, NEW YORK
36 NORTH CLINTON STREET, CHICAGO 6, ILLINOIS

SE-467 . . . An Unforgettable Summer

SUMMER WORKSHOPS in EDUCATION *at the* **University of Denver**

Combine recreation with education. Learn from outstanding leaders; exchange professional ideas.

Summer session courses in education and related fields are designed to meet current needs of teachers and administrators, to provide specific course work to fulfill certification and other requirements. Graduate and professional study, "refresher" short-length sessions and nine-week sessions.

Investigate Colorado's vacationland by hiking the forest trails, fishing the trout-filled streams, visiting historic towns, enjoy the bounteous cultural life in and around Denver.

★ Special Workshops for Administrators

School Administrators' Work Conference

July 6-10

School Administration — Buildings

July 22-August 6

School Administration — Business Administration

July 22-August 6

Director, Summer Session,
University of Denver, Dept. W-3, University Park, Denver 10, Colorado

Please send me information on School Administration Summer Sessions

Name _____

Address _____

City _____

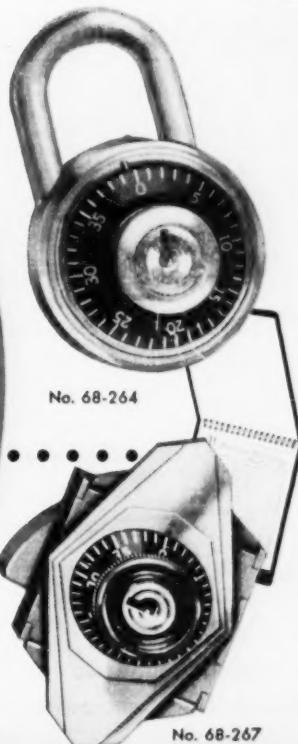
Zone _____

State _____

SE-468

NATIONAL

**LOCK
offers . . .**



**One complete
locking system for
All your school lockers**

**Purchase NATIONAL LOCK shackle locks
Specify NATIONAL LOCK built-in locks**

When your locking requirements call for shackle locks and built-in locks, there's only one name to remember . . . NATIONAL LOCK. Soundly engineered National Lock combination locks bring positive security and trouble-free performance to all your school lockers. Locks are available with or without masterkey feature . . . are self-locking . . . have black enamel dial and three-number dialing. FREE lock-record charts and binder assure simplified "1-system" locker control. Purchase National Lock Shackle Locks for vocational and laboratory lockers. Specify National Lock Built-in Locks on the lockers you buy.

*Write today on your school letterhead
for a free sample shackle lock.*



NATIONAL LOCK COMPANY

Rockford, Illinois • Lock Division

Audio-Visual Aids

SE-601 Fresco Painting

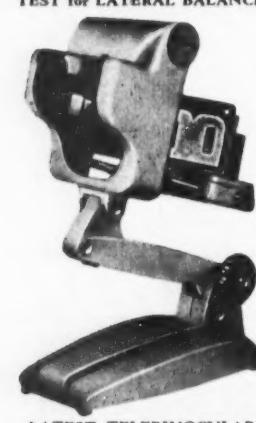
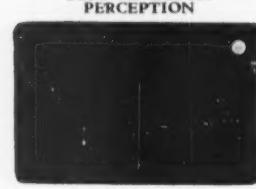
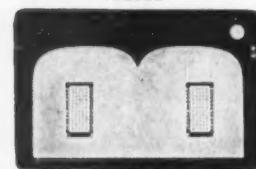
Painting a True Fresco. 16mm Kodachrome. Based on the work of the distinguished American artist Henry Varnum Poor, this film provides an understanding of the true fresco process used through the centuries, especially during the Italian Renaissance. BRANDON FILMS, INC., 200 W. 57 St., New York 19, N. Y.

SE-602 Spray Painting Techniques

Making the Most of the Spray Painting Method. 16mm. This film illustrates the four important points in spray finishing: proper equipment, control factors important to achieve highest quality results.

**Thousands of Educators
and Doctors
have adopted these
Tests of Visual Functions
as the
ONLY adequate
protection of Students**

2 of the 14 SCREENING TESTS



spray painting techniques, and the necessary care, cleaning and maintenance of equipment. THE DEVILBISS CO., 300 Phillips Ave., Toledo 1, Ohio.

SE-603 Filmstrips for Easter

Free copies of a new 20-page illustrated booklet devoted to S.V.E. filmstrips and slidesets for Lenten, Easter, and spring programs are now available. SOCIETY FOR VISUAL EDUCATION, INC., 1345 W. Diversey Parkway, Chicago 14, Ill.

SE-604 Latin, French Tape Recordings

A new series of graded tape recordings in Latin and French, designed to parallel standard textbooks, are now available. The programs, featuring native voices in accepted dialects, are on Scotch plastic tape

SE-363



More than 3,000 School Systems* are

now using KEYSTONE Visual Survey

**a larger increase in 1953
than any previous year**

Thousands of eye doctors are now using, in their own offices, tests that coordinate with the Keystone Visual Survey.

We appreciate this approval by leaders in the field of public health, as well as educators, and shall continue further development of this service.

Latest improvements: A revised manual, a new graphic record form, new Durastyle cards.

Have you seen the recent improvements in these tests of visual functions? We shall be glad to send complete information.

KEYSTONE VIEW CO., Meadville, Penna.

SINCE 1882. PRODUCERS OF SUPERIOR VISUAL AIDS

KEYSTONE Visual-Survey Service

* In addition to more than 3,000 School Systems, Keystone tests are used by more than 2,800 Industrial and Commercial organizations, also 19 States for testing driver vision.

providing high fidelity sound reproduction. Each recording is 15 minutes in length and is divided into three related but complete sections. For tape recorders operating at 3½ i.p.s. and 7½ i.p.s. LIVING LANGUAGE LIBRARY, Box 3387, St. Paul, Minn.

SE-605 Steam Cooking

The Winner. 16mm. This film is essentially a demonstration of steam cooking as it is done in kitchens serving 50 or more persons. Suitable for showing to cafeteria supervisors and others concerned with mass feeding operations. THE CLEVELAND RANGE CO., 3333 Lakeside Ave., Cleveland 14, Ohio.

SE-606 Pre-School and Primary Film

The Sad Duckling. 16mm, color. This story of the lonely, outcast duckling, and how he became a hero, was created mainly for the enjoyment of children in pre-school classes, the primary and elementary grades, and children's story hour programs in libraries. BRANDON FILMS, INC., 200 W. 57 St., New York 19, N. Y.

SE-607 Atmospheric Gases

Whatever We Do. 16mm color. This film is a basic documentary about the atmospheric gases—oxygen, nitrogen, argon, helium and the other rare gases, covering their key uses in industry, and the many ways in which they appear in our daily lives as parts of familiar products. AIR REDUCTION SALES CO., DIV. OF AIR REDUCTION CO., INC., 60 E. 42 St., New York 17.

SE-608 Sculpture

Uncommon Clay. 16mm. This film introduces the student to the studios and personalities of six American sculptors—Donald De Lue, Wheeler Williams, Paul Manship, Cecil Howard, James Earle Fraser, and Laura Gardin Fraser. INTERNATIONAL FILM BUREAU, INC., 57 E. Jackson Blvd., Chicago 4, Ill.

SE-609 Surface Grinding Techniques

Techniques of Surface Grinding. 16mm color. Free loan. New techniques of precision surface grinding are dramatically presented in this new release. It summarizes the latest and relatively unknown applications of surface grinding, i.e., form grinding on an automatic basis. THE DOALL CO., 254 N. Laurel Ave., Des Plaines, Ill.

SE-610 Games for Children

Your Children's Play. 2 reels, black and white. 20 minutes. Games devised by children are perhaps the most important factor in their mental and physical development. In this film, children of various ages are shown enjoying themselves in their own way, and the reactions of their parents. It is directed to parents, teachers and all concerned with children. BRITISH INFORMATION SERVICES, 30 Rockefeller Plaza, New York 20, N. Y.

(Continued on page 216)

SE-472

**RONEO 150
PORTABLE DUPLICATOR**

only
\$187.50

designed to get your work out
FASTER, EASIER AND AT LESS COST!

Here's the cleanest operating portable ever designed for school use. Makes reports, schedules, letters, bulletins, announcements and programs look like professional printing. Features closed drum and automatic inking. Only 28 pounds light. Feeds post cards to legal size automatically. Uses famous Roneo Semi-Paste Ink. See your nearest Roneo dealer, or write direct.

ADDO MACHINE COMPANY, INC.
145 West 57th Street, New York 19, N. Y. Circle 5-6940
Exclusive U. S. Distributors, Roneo Duplicators, Addo-X Machines.

SE-474

**The IRWIN
600
LINE**

**for the ULTIMATE
IN IMMEDIATE
AND ENDURING
Satisfaction**

The satisfaction of a well made purchase makes itself felt in the case of the IRWIN 600 line desks and chairs from the minute you start using them. They are so versatile, so easily arranged and re-arranged to completely fulfill every classroom requirement. And that satisfaction will grow with each succeeding year as you note how their rugged tubular construction and tops of G-E TEXTOLITE reduce maintenance cost to a negligible factor. G-E TEXTOLITE is practically immune to acid, ink and paint and mighty discouraging to "carvers". They will stay new-looking for years.

The IRWIN 600 line is available in a choice of attractive colors with desk tops of G-E TEXTOLITE 10580 or simulated birch.* For complete satisfaction, now, and for many years to come, choose from the 600 line. Write for details and catalog of our complete line of classroom and auditorium seating.

*Also available with hardwood plywood tops.

CHARACTER IS HIGHER THAN INTELLIGENCE

**For Staging that's...
VERSATILE, ECONOMICAL, DRAMATIC
Consult Pittsburgh**

Let us design a modern, dramatic stage setting that can be quickly and easily adapted to your every need.

TRACK • LIGHTS
HARDWARE
RIGGING

Our Curved Cyclorama Track converts your stage to any size area you need — or clears the stage for use as a gymnasium.

WRITE TODAY for free consultation or additional information.
2705 No. Charles St.
Dept. SE-3
Pittsburgh 14, Penna.

Pittsburgh Stage Inc.

March, 1954

213

IRWIN
SEATING Company
GRAND RAPIDS, MICH.

Thousands of Schools
use AMERICAN STANDARD man-sized wet-mops, sweep mops and applicators exclusively. Ordinary household types are too fragile in construction, too slow in use, too costly in labor.

SE-469



For years the VICTORY Wet Mop has been our biggest seller. Thousands of maintenance men use VICTORY wet mops exclusively! Heavy-duty, quality yarn... Your best bet, if you want a mop of extraordinary durability, performance and economy.

"BIG X" SWEEP MOP

This sweep mop is our leader. Snatches up dust on contact. It's nationally famous. A durable giant—available in widths up to 5 feet! Can be removed from the block for washing. Once you try BIG X, you'll use no other.



HOLZ-EM APPLICATOR



You'll enjoy the fast, thorough performance of this luxurious, high-speed applicator. Reduces cost of applying wax, seals, varnish, etc. More professional floor finishers use HOLZ-EM than any other applicator.

Order

AMERICAN STANDARD products from your regular supplier. He has them—or can get them for you. If not, write direct.

"TOPS IN MOPS"
AMERICAN STANDARD MFG. COMPANY
Incorporated 1908

CHARLES E. KREBS and WALTER O. KREBS
2507 S. GREEN STREET • CHICAGO 8, ILL.



SE-470

Complete Line of Stage Hardware

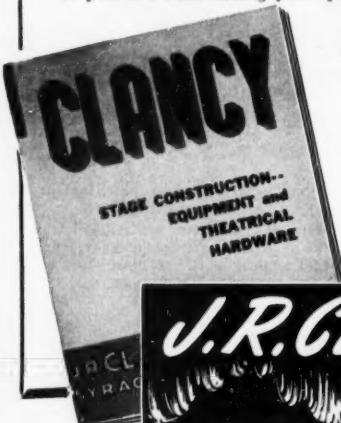
Draw Curtain Tracks and Controls

The Clancy line is COMPLETE—our catalog contains almost twice as many items of stage hardware and rigging as any other catalog we've seen. And the quality and usefulness of every item reflects Clancy's 77 years of leadership in the stage field. Write for your FREE copy of Catalog 48.

Engineering Service

If you are remodeling your present stage or building a new stage, take advantage of Clancy's unequalled stage design and engineering service.

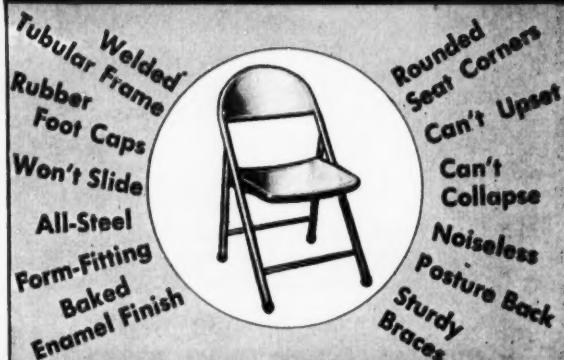
It is your assurance of safety, fool-proof operation, complete flexibility, long life and low maintenance costs.



1020 W. BELDEN AVE., SYRACUSE 4, N.Y.

SE-471

Check these "SAFE-TEE" features



Ionia "SAFE-TEE" FOLDING CHAIRS



This Ionia Model 40 is a low-cost, all-steel, indestructible folding chair with a new safety design.

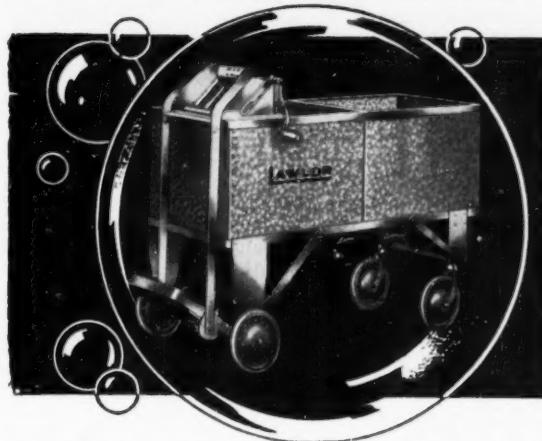
Again Available!
Our Model 45—luxury chrome finish, leather upholstered spring-filled seat and back. For top-flight executive use.

Choice of colors. Write today for folder and prices.

IONIA MFG. CO. • IONIA, MICH.

LAWLOR MOPPING TANKS

Leads the Field in Ruggedness and Service



8 styles and sizes of all steel, acetylene welded tanks • 2 or 3 compartments • 30, 60 or 65 gallon capacities • hand or foot pressure wringers • perforated roll wringers • special drain shut-offs • hot dipped, galvanized chassis and frames • rubber tired, cadmium plated steel wheels.



Write for Catalog of Mopping Tanks, Wringers, Floor & Rub Wax-Polishing Machines for every kind and size floor.

S. C. LAWLOR COMPANY
Quality Floor Equipment for 50 Years
128 N. Aberdeen St., Chicago 7, Ill.

Visit our Exhibit, N.S.A. Convention, Booth 98, Hilton Hotel, Chicago, Mar. 21-24

IT'S EASY TO KEEP SCORE WITH

Naden ELECTRIC SCOREBOARDS



Your dollar buys more in a Naden—write for Free Catalogs—No. 22, Football; No. 23, Basketball; No. 25, Baseball.

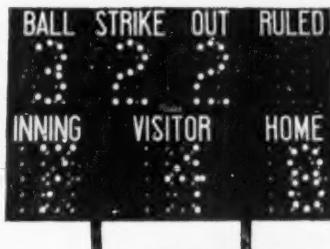


Illustration shows new Model No. N-811—with complete electric "Instant Vue" numerals.

NADEN AND SONS WEBSTER CITY, IOWA



BUY VUL-COT®

The National Quality Waste Basket

This suggestion isn't made without sound reason. The VUL-COT line has so much *more* to offer. VUL-COT construction is all-hard vulcanized fibre providing a handsome finish. It's extremely durable, light in weight, easy to clean and handle.

You buy these features when you buy VUL-COT

Color is part of the fibre—it can't chip-off, wear-off, or stain.

Double rolled top won't break, loosen, or fray. Remains smooth and round for the life of the basket.

Exclusive bonded seam construction adds strength and provides a permanent leak-proof seal.

Available in 5 basic models—in a variety of sizes.

VUL-COTS are guaranteed not to crack—splinter—dent—rust—or corrode.

If you buy waste-baskets—**BUY VUL-COT**. You'll buy sounder value because VUL-COT is a better product—all-ways. Available nationally at Stationers and School Supply Houses everywhere.



The Rectangular

Round Taper

The Square Top

Write direct for catalog price sheet. Dept. T-3.



NATIONAL

VULCANIZED FIBRE CO.

WILMINGTON 99, DELAWARE

Audio-Visual Aids

SE-611 Sports

Basketball Rules for Girls. 28-44 frames in each film. Silent with captions. For purchase in color. Six films are available including: *The Game; Violations; Technical Fouls; Personal Fouls; Officiating; Questions and Answers.* AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION AND RECREATION, 1201 Sixteenth St., N. W., Washington 6, D. C.

SE-612 Educational Films

Two new films are available for purchase or rent. 1 reel, 16mm, sound. Directed primarily for elementary schools and secondary schools, the first is titled, *Your*

Posture, which discusses the importance of good posture to appearance and general health. The second film is *Water Safety*, an effective demonstration of safety problems in and around water, for swimmers and boaters. YOUNG AMERICA FILMS, INC., 18 East 41st St., New York 17, N. Y.

SE-613 Audio-Visual Catalogue

Listing of Educational Recordings, Filmstrips, and Equipment for More Effective Learning. This 48-page catalogue contains offerings of merit from outstanding audio-visual producers and equipment manufacturers in the United States, classified by subject for easy reference and ordering. Features include: a comprehensive listing of foreign language courses on records and texts; expanded equipment section including latest audio-visual devices; list-

ing of 35mm filmstrips on many subjects. EDUCATIONAL SERVICES, 1730 Eye St., N. W., Washington 6, D. C.

SE-614 Tachistoscopic Training Filmstrips

Graded Word Speed-i-Strip Series. Intermediate Graded Word Phrases. These filmstrips mark the completion of the Speed-i-Strip Series consisting of 57 filmstrips produced especially for tachistoscopic training. The strips are designed to: increase eye span, develop recognition of words in context, increase speed and comprehension in reading, make vocabulary meaningful, teach correct spelling, act as a remedial teaching aid, and create interest by providing a new approach to reading success. SOCIETY FOR VISUAL EDUCATION, INC., 1345 W. Diversey Parkway, Chicago 14, Ill.

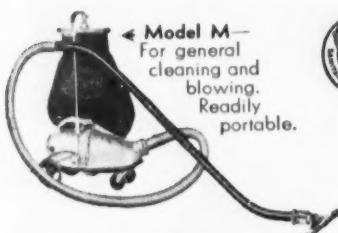
SE-362

You, Too, May Find This New Super Just What You Need



Super Model JS, lower in price, smaller in size, lighter in weight—but with the same power and pick-up as the larger Super Models. Can be used with all Super special tools. Rugged, dependable.

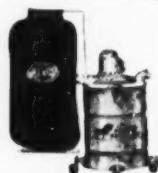
Model BP-1 →
Quiet. Double-duty wet and dry pick-up.



Ask your supply dealer or write for complete specification data on the new Model JS and the other larger Supers, and the specially engineered Super cleaning tools that enable you to suction-clean things and places, high and low, not ordinarily accessible.



Model SH →
Heavy duty wet and dry pick-up and blowing.



NATIONAL SUPER SERVICE CO., INC.
1947 N. 13th St. Toledo 2, Ohio

Sales and Service in Principal Cities
In Canada: Plant Maintenance Equip. Co.
Toronto, Montreal, Vancouver

"Once Over Does It"

SUPER SUCTION
SINCE 1911
"THE DRAFT HORSE OF POWER SUCTION CLEANERS"®



SE-615 Filmstrips Kit

Physical Science Selection. This kit of filmstrips consists of a selection of any 15 filmstrips in black and white from a total of 56 filmstrips. Included in the Air Age Physics series of five kits are: *Matter of Molecules, Mechanics, Basic Electricity, Heat and Fluids.* The teacher can get a representative group of filmstrips to cover his particular general science course requirements. JAM HANDY ORGANIZATION, SCHOOL SERVICE DEPARTMENT, 2821 East Grand Blvd., Detroit 11, Mich.

SE-616 Insect Control

500,000 to One! A brochure just released describes a new film devoted exclusively to insects. It highlights the man vs. insect struggle with dramatic pictures of the insect world and of man's unceasing efforts to control this world. In addition to dollars and cents damage, insect pests nullify the labor of a million working men each year. The film goes on to point out that the insect has on his side two major advantages: a fantastic power to multiply and an amazing ability to adapt to changing conditions. SINCLAIR REFINING CO., 600 Fifth Ave., New York 20, N. Y.

SE-617 Reducing China Breakage

Handling Without Hands is the title of a 20-minute, sound filmstrip produced by the Metropolitan Wire Goods Corp. to show how breakage, handling, time, labor and cost can be reduced by using wire racks for transporting, washing and storing china and glassware in stacking wire racks. A portion of the film shows and tells about the many specialty racks that are made expressly to wash certain items, and a portion is devoted to explaining the production of wire racks. METROPOLITAN WIRE GOODS CORP., 70 Washington St., Brooklyn, N. Y.

(Continued on page 220)

GIVE TO CARE!

FOR EASIER FLOOR UPKEEP



For floor finishing or daily maintenance, Brillo solid-disc steel wool floor pad hardens and brightens finish. Regular once-over removes traffic grime—renews gloss quickly without rewaxing. Equally efficient for linoleum, asphalt or rubber tile, wood, and terrazzo.

For free folder on low-cost Brillo floor care, write to Brillo Mfg. Co., Dept. S, 60 John St., Brooklyn 1, N. Y.

BRILLO SOLID-DISC STEEL WOOL FLOOR PADS

... BRILLO
cleans and buffs
in one operation
SAVES TIME

... does the job
faster—without
waste motion
SAVES LABOR



SE-478

A helping hand from VACUUM CAN IN SCHOOL LUNCH PRODUCTION AND DISTRIBUTION

HELP in menu planning for fast expanding school lunch requirements.

HELP in "Quantity" food production necessitated by fast increasing numbers of pupils to be fed.

HELP in offsetting the short labor supply school feeding has to contend with.

HELP in reducing food waste and equipment investment in school feeding.

HELP in centralizing school feeding to save money for other needs.

With an estimated ten million school children participating in the National School Lunch Program, school lunch has graduated into a major feeding operation, with fast expanding enrollments creating new problems on which school feeding executives and personnel need help.

Besides the problems of preparing and serving greatly increased quantities of food, are problems of operating costs . . . how to off-set mounting costs of labor and equipment to keep within budgets.

Put your school lunch problems up to Vacuum Can Co. school lunch consultants . . . no cost or obligation. Investigate the job portable AerVoid vacuum insulated hot food carriers are doing in centralizing school food production to save thousands of dollars!



PORTABLE AerVoids Begin Where Stationary Equipment Leaves Off.

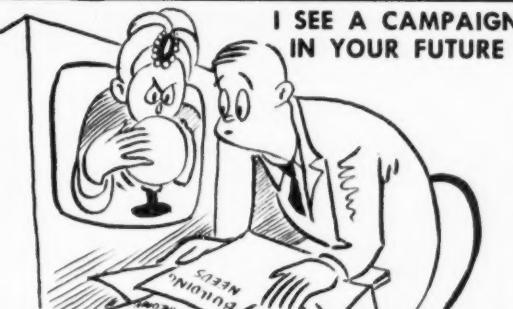
With portable AerVoids hot foods, soups, etc. are readily transportable for servicing a number of schools from one central location, thus avoiding duplication of expensive equipment and labor at a number of different spots.

Write for illustrated catalog circular SE-54

Vacuum Can Company

19 SOUTH HOYNE AVENUE CHICAGO 12, ILLINOIS

AERVOID Vacuum Insulated
Hot Food, Soup and Liquid Carriers



CAMPAIGNS TRIUMPHANT

- A 40-page how-to-do-it book filled with do's and don'ts, wills and won'ts
- Tells exactly how, when, why and why not
Lots of illustrations—cartoons, handbills, news stories, booklets, folders—movies, etc.

A Practical Book Planned to Help You Organize and Promote Your School Bond Campaign



Campaigns Triumphant, in its second printing, is a handbook written by a successful school public relations man with a long record of wins.

Write for folder to:

National School Service Institute
27 East Monroe Street, Chicago 3, Illinois



**UNEQUALED in APPEARANCE
DURABILITY
and
STRENGTH**

Mitchell
FOLD-O-LEG
tables

Convert any room
into a Banquet or
Group Activity Room...
Set up or clear in minutes
QUICKLY FOLD or UNFOLD
for Changing Room Uses



MAXIMUM
SEATING
MINIMUM
STORAGE



THE STRONGEST, HANDIEST FOLDING TABLE MADE!

Mitchell
PORTABLE
FOLDING STANDS

EASY TO SET-UP
ON or OFF STAGE

RIGID, SAFE
for BAND
ORCHESTRA
CHORAL &
DRAMATIC
GROUPS



LEGS FOLD UNDER FOR
MINIMUM STORAGE

STACK IN SMALL SPACE

SAVE TIME & LABOR

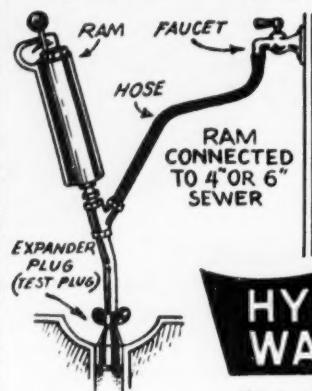
Write for Descriptive Folders

MITCHELL MFG. COMPANY

2726 S. 34th Street • MILWAUKEE 46, WIS.

MANUFACTURERS OF
MITCHELL FOLDING TABLES, BAND AND CHORAL STANDS

SE-482
Enjoy 30 Day Free Trial!



Easily clears the
most stubborn
drain and sewer
stoppages

The ideal plumbing
service tool for
maintenance men!

**HYDRAULIC
WATER RAM**

(Can pay for itself in one application!)

1. No chemicals, no snakes, no electric cables, no pushing through, no costly excavations or pipe replacements.
2. Uses IMPACT . . . a basic scientific principle of POSITIVE HYDRAULIC POWER
3. Works perfectly on clogged toilets, sinks, sewers etc. Services up to 6" pipe.
4. Thousands used in institutions and industry 3,000 have been furnished to government agencies.
5. Prove it to yourself! We accept orders subject to 30 days trial in your own plant

Write for Information, Prices, Details of Free Trial Offer!
HYDRAULIC MANUFACTURING CO.

Dept. S 3 Kiel, Wisconsin



Saves on Outside Help



Saves Turn-up Plumbing



ALLIED'S
best buy
for schools

PUSH-BUTTON

Knight Automatic Tape Recorder

Judged "Best Buy" among recording experts and educators. Features unique Push-Button Keyboard for instant recording with remarkably faithful reproduction. Has 2-speed dual-track recording mechanism and efficient erase system. Records up to 2 hours on a single tape. For instant play-back, just push a button; also has push-button control of forward, reverse and stop functions. Records with excellent fidelity from microphone, radio or phonograph. Plays back through built-in amplifier and high-quality speaker. Simple to operate. Compact, attractive. Complete with microphone, 600-ft. reel of tape and take-up reel. Shpg. wt., 29 lbs.

96 RX 590. KNIGHT Tape Recorder. Only \$104.50

FAMOUS ALLIED BUILDERS' KITS



FREE!
6-in-1 Radio Lab Kit
Amazingly instructive:
builds receiver, broad-
caster, oscillator, signal
tracer, wave generator,
etc. With all parts, tube,
instructions.
83 S 770. Only... \$8.25



"Ranger" AC-DC Radio Kit
Popular 5 tube superhet
radio project kit.
Thousands used in
shop training. Teaches
radio construction.
Complete with cabinet.
83 S 275. Only... \$17.85

Dozens of other Kits available.



FREE!
268-PAGE
1954 CATALOG

Send for the
leading buying
guide to every-
thing in electronics for the school:
Sound and Recording Apparatus,
Training Kits, Lab Instruments,
Tools, Books, Electronic Parts, etc.
Write for FREE copy today.

ALLIED RADIO

100 N. Western Ave., Dept. B-C-4
Chicago 80, Ill.

SE-484

AJUSTRITE

®
TYPING TABLES
AND CHAIRS

IDEAL FOR BUSINESS CLASSES



This combination is winning wide approval by business educators. Chairs enable students to practice proper posture. No tools required—just lift seat—locks securely—15 to 20 inches. Backrest adjusts 5 inches both vertically and horizontally.



PRICED TO FIT YOUR BUDGET

Typing Tables are engineered to resist vibration. Heavy steel tubing frame is electrically welded into virtually one piece. VIBREX non-glare top. Plenty of leg room. Steel wire bookholder optional. Three heights—26½, 28 or 30 inches. Instructors Stand 44 inches high permits stand-up teaching, no stooping for teacher.

Try an Ajustrite combination in your own classroom for 30 days, no obligation.

AJUSTO EQUIPMENT CO.

2144 MADISON AVE TOLEDO 2, OHIO

SE-485

**NEW—and setting a
NEW standard of
LIFETIME* efficiency!**

FLEX-MASTER

**6-STUDENT
DRAWING
TABLE**

Rigid welded steel to stand up to abuse from crowded classrooms and careless students! Selected soft wood top adjusts to comfortable angle with fingertip touch. Stores six 20" x 26" construction masterkeyed, individually-locked tool drawers. Baked hammer-tone grey enamel finish. Also with divided Reference Tops; both styles available with steel tops if preferred. 29" and 37" heights.

Write today for catalog
DEALER INQUIRIES INVITED

LIFETIME STEEL CONSTRUCTION

STACOR

Manufacturers of Lifetime Steel Blue Print, Filing Cabinets, Drafting Tables, Tracing Tables, Etc.

475 TROY AVENUE, BROOKLYN 3, N. Y.

SE-486



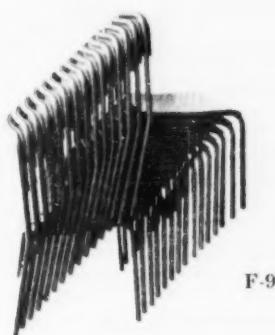
F-52



F-51

three
chairs
that
stack

A complete line of modern chairs, tables, desks and cots — based on the stacking principle! Light yet sturdy, they allow maximum flexibility, are ideally suited to any schoolroom which serves varied groups or programs. Write for complete catalog.



F-97



school interiors co.

5 UNIVERSITY PLACE, NEW YORK • 316 N. MICHIGAN AVE., CHICAGO

Manufacturers' Catalogs

SE-618 Movable Metal Walls

Catalog No. 54. Completely new in format and organization of subject material, this larger catalog for 1954 is a 68-page book of information on flexible interiors for buildings of every type. Included are descriptive information, installation photos, construction detail drawings and exploded drawings. Sections are devoted to the 3 basic types of Mills' Walls—flush pilaster building interiors, packed panel partitions and commercial partitions. Complete

specifications are listed. The entire line of accessories is described and illustrated. THE MILLS CO., 976 Wayside Rd., Cleveland 10, Ohio.

SE-619 Portable Risers

Fast erection and complete portability are two of the many features of the Sico portable risers described in an illustrated catalog sheet just released. The risers are light enough to be handled by one man and require no crossbracing or tools to assemble or dismantle. Reinforced plywood platforms and fir scuff pads are also described in the sheet. SICO GRANDSTANDS, INC., Dept KP, 3565 Wooddale Ave., Minneapolis 16, Minn.

SE-364

How Bennett Bilt Waste Receptacles reduce Fire Hazards!

Fire hazards are reduced by conveniently placing Bennett Bilt, self-closing, Waste Receptacles to receive waste paper and other trash. These enclosed Bennett Receptacles snuff out fires. Matches, cigarettes and other inflammable material thrown into open containers can start serious fires. That's why so many plants standardize on Bennett Receptacles...make cleanliness automatic, too.

**Only BENNETT
WASTE RECEPTACLES
HAVE ALL THESE FEATURES**

- Non-rusting stainless steel feet eliminate rusting and rust marks
- Made of extra heavy corrosion resistant steel
- All welded construction...reinforced corners
- Smooth exterior surface...nothing to catch and tear clothes
- Self-closing mechanism assures closed doors when not in use
- Round corners for structural strength and pleasing appearance
- Baked enamel finish...green, gray or white

These are a few of the many features that make Bennett Bilt Waste Receptacles a natural "buy". Quality and every consideration for hard usage are self-evident both inside and outside of these receptacles.

Fill in and Mail Coupon Today

THE BENNETT MANUFACTURING CO., ALDEN, N. Y., DEPT. SE-3-54

Kindly send to my personal attention a FREE copy of the fully illustrated Bennett Bilt Waste Receptacle Catalog.

Name _____

Organization _____

Street _____

City _____ State _____



SE-620 3-Way Functional Ceiling

Bulletin No. A-129. This brochure, just published, clarifies Radiant Panel Heating, Radiant Panel Cooling, and Acoustic Control Ceiling. This 3-Way Functional Ceiling is described as easy to lay out—easy to install and competitive in cost. Included are illustrations, diagrams and charts. BURGESS-MANNING CO., ARCHITECTURAL PRODUCTS DIV., 5970 Northwest Highway, Chicago 31, Ill.

SE-621 Maintenance, Storage Equipment

Catalog 1200-R. A wide variety of products for maintenance, storage and materials handling in offices, institutions etc. is shown in this new catalog. Storage items include steel shelving and bins, lockers and many types and sizes of steel cabinets. Also illustrated are work benches, steel desks, tables, intercom systems, wrap racks and various other equipment. RED TIGER PRODUCTS, INC., 20 N. Wacker Dr., Chicago 6, Ill.

SE-622 Structural Facing Tile

No. 10-B. Construction details and estimating data for ceramic glazed structural facing tile are featured in the new 32-page full color glazedware catalog just released by Metropolitan Brick, Inc. In addition to the detailed wall drawings—complete with unit numbers—and a special section showing light reflection values for more than 40 different applications, the brochure incorporates 12 pages of shape drawings of both the 6T and 4D series. Installation photos and a brick-tile coursing table are featured. METROPOLITAN BRICK, INC., 1017 Renkert Bldg., Canton 2, Ohio.

SE-623 Foamglas

A new 24-page catalog, *Foamglas—The Stay-Dry, Long-Life Insulation, for Industrial, Commercial, and Public Buildings*, has been released. The brochure lists specifications for the application of Foamglas in walls, ceilings, floors, roofs, perimeters and in low temperature space insulation. Complete information on all accessory materials is also listed. Physical properties, characteristics, and performance data of the cellular glass insulation are fully covered. PITTSBURGH CORNING CORP., One Gateway Center, Pittsburgh 22, Pa.

SE-624 Portable Arc Projector

Porto-Arc. This two-color eight-page brochure describes the RCA 16mm Porto-Arc Projector and its new features. For use in colleges and universities, large high schools and outdoor gatherings, it has sound and silent speed operation. Details are listed on the Porto-Arc lamp, a powerful source of pure white light; the amplifier, which is sturdy, reliable and efficient. Also featured are the speaker and the rectifier. A wide choice of additional speakers are illustrated. The RCA Porto-Arc disassembles into five easy-to-carry cases. It may be set up or taken down in less than five minutes. RADIO CORPORATION OF AMERICA, ENGINEERING PRODUCTS DEPT., Camden, N. J.



The **HALE**
20th Century
SCHOOL UNIT



In addition to the High Quality Classroom units shown above, we manufacture and specialize in KINDERGARTEN Tables and Chairs in functional sizes and finishes.

We also carry a complete line of Lunch Room and Cafeteria Chairs and Tables.

Write us for Catalog.

ASTRA BENT WOOD FURNITURE COMPANY

61 W. 46 St.

New York 16, N. Y.

Wenger

**TOP NAME
IN RISERS**

FOR CHORUS, BAND, ORCHESTRA



New,
Free Catalogue
Write Today!

**FOLDS DOWN
SMALLER THAN
ANY OTHER RISER**

SET UP SPEEDILY. Up in a flash.
No sweaty stage crew work.
TAKE DOWN INSTANTLY. Down in a jiffy. The tap of a hand will loosen each special friction brace.

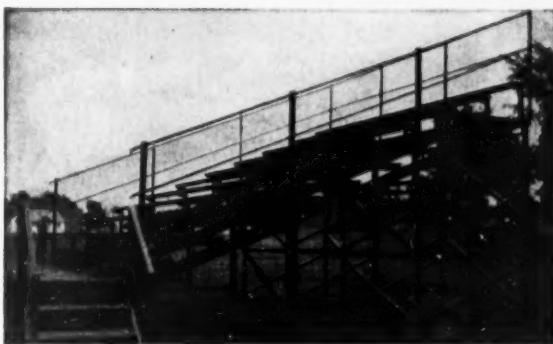
STORE COMPACTLY. No other riser can be folded down to sections ONLY TWO FEET WIDE.

**CUTS STORAGE
SPACE IN HALF!**

Wenger
MUSIC EQUIPMENT CO.

OWATONNA MINNESOTA

Snyder STEEL
GRANDSTANDS and BLEACHERS



Snyder Steel Stands are designed, engineered and constructed to insure safe seating so, when planning any installation regardless of size, specify Snyder Steel Stands. Estimate or help in planning available to you at any time without obligation.

For further information write

SNYDER TANK CORPORATION

P. O. Box 14, Buffalo 5, N. Y. • P. O. Box 2390, Birmingham 1, Ala.

Checkerette®
MOUNT-ON-WALL
COAT AND HAT RACKS



**KEEPS WRAPS
OFF CHAIRS...
INCREASE PAYING SPACE**

These smart, modern wall racks answer the wraps problem—hold coats and hats in a compact and orderly manner; out of the way, aired, dry and "in press". 2 ft., 3 ft. or 4 ft. units mount directly on the wall individually, or interlock to make continuous racks of any length. They provide 2 ventilated hat shelves and a full length hanger bar that holds 6 coat hangers per running foot. Where space is limited, this capacity can be doubled to 12 coats per foot by replacing hangers with 2 sided snap-over coat hooks (see below). Strongly built of heavy gauge welded steel box and U-forms, these racks are strong beyond need—never droop or sag.

Write for Catalog Sheet

VOGEL-PETERSON CO.

"The Coat Rack People"

1121 WEST 37TH STREET, CHICAGO 9, ILLINOIS



Manufacturers' Catalogs

SE-625 Spray Equipment

No. G-54. Just off the press, this new catalog describes all products of M & E's manufacture from the little hose connection and spray gun to the air compressors, exhaust fans, waterwash paint spray booths, and up to the largest complete finishing system and air replacement system. M & E MANUFACTURING CO., 25th and Winthrop Ave., Indianapolis 5, Ind.

SE-626 Reflectors

No. R-54. This four-page, fully-illustrated bulletin offers descriptions of a wide range

of reflector-type lighting fixtures for fluorescent and slim-line lamps. Eight basic units are shown, with detailed specifications, application notes and installation data. Both one- and two-light models are covered, including 20- and 40-watt sizes, 25 inches and 49 inches long. Units shown are either open, louver-shielded or equipped with Alba-Lite diffusers. Each reflector type is described in terms of its range of applications. GRUBER LIGHTING, 125 S. First St., Brooklyn 11, N. Y.

SE-627 Shop Stools and Chairs

No. 704-4. A 12-page bulletin on Hallowell shop stools and chairs has been prepared by Standard Pressed Steel Co. The catalog pictures and describes 14 steel stool models, including knock-down, adjustable, filing and revolving-seat stools, and three

chair models. Almost any desired height can be furnished. Seats are of steel, pressed-wood-covered steel, round wood and shaped plywood. Hinge-type and clamp-type back rests are available in steel and plywood. STANDARD PRESSED STEEL CO., Box 784, Jenkintown, Pa.

SE-628 Metal Compartments

No. 54-T. Mills Metal Partitions. This completely new 20-page catalog gives full information and specifications on all types of Mills' Compartments—toilet compartments, shower and dressing rooms, shower units and hospital cubicles. Detailed drawings and typical layouts for the various types of toilet compartments—Marblemetal Ceiling Hung, Marblemetal Floor Braced, Sentinel and Metal Flush are featured. A color chart which displays actual-color samples of the twenty new standard colors available in porcelain and baked-on enamel, in addition to black and white, is included. Illustrations of all standard hardware and fittings are described. MILLS METAL COMPARTMENT CO., 965 Wayside Rd., Cleveland, Ohio.

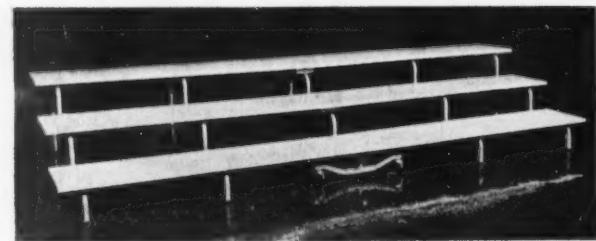
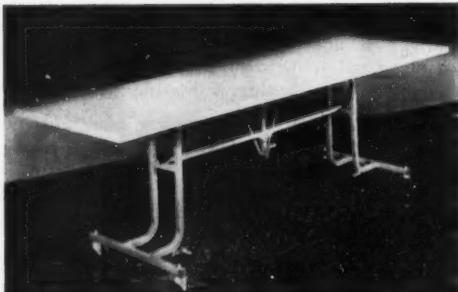
Announcing Revolutionary New Products for Multi-Purpose Rooms

SE-495



NEW FOLD-A-WAY BANQUET TABLE

- FOLDS OR UNFOLDS IN 3 SECONDS
- ROLLS AWAY ON ITS OWN CHASSIS
- MADE IN 6-8-10' LENGTHS—29" HIGH



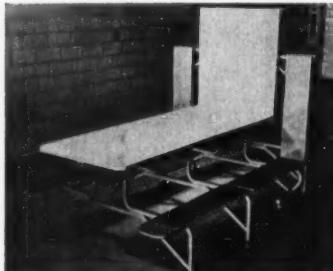
NEW FOLD-A-WAY (CHORAL) RISERS

- COMPLETELY PORTABLE—FOLDS ON ITS OWN CHASSIS
- FOR STANDING AND SEATED CHORUS AND BAND
- BASIC 12' — 3 LEVEL UNIT



ERICKSON PORTABLE FOLD-A-WAY TABLES

- TIME PROVEN IN USE IN SCHOOLS THROUGHOUT U. S.
- TWO ROOMS FOR ONE



HALDEMAN-LANGFORD MANUFACTURING CO.
2580 UNIVERSITY AVE., ST. PAUL 15, MINN.

Basic Patents Issued on All Products

SE-629 Laykold and Grasstex Tennis Courts

A full page color chart, illustrating the construction of Laykold and Grasstex Tennis courts, has just been released. The color diagrams are cross-sections of the courts showing depth and type of each application for proper surfacing and maintenance of new courts and for the reconstruction of old courts. It tells how these courts are resilient, grit-free surfaces that are constructed on true planes to drain off rapidly. Both Laykold and Grasstex compounds are suitable for resurfacing old courts which have sound base as well as for new installations. AMERICAN BITUMULS & ASPHALT CO., 200 Bush St., San Francisco 4, Calif.

SE-630 Sprinklers, Oscillators

This four-page pamphlet describes automatic overhead irrigation lines, either permanent or portable for outdoor growing. Whiteshowers Automatic Oscillators successfully operate lines from 50 feet to 500 feet or longer in length; they can easily be installed on overhead irrigation lines now hand-operated. All types of nozzles are illustrated as well as the Driller and Tapper and Hanger parts. WHITESHOWER INC., 17514 Woodward Ave., Detroit 3, Michigan.

SE-631 Library Furniture

C-531. This attractive four-page brochure displays samples of Sjostrom's New Life Library furniture as well as the introduction of 3-Dimensional Planning. It is designed for flexibility and durability to provide long-term economy. The simplicity of 3-Dimensional Planning has proven highly successful. The school receives photos of $\frac{1}{2}$ " scale models, showing how a future library will actually look. This greatly reduces the cost of uncertainty. JOHN E. SJOSTROM CO., 1719 N. 10th St., Philadelphia, Pa.

INDEX TO ADVERTISERS

Key No.	Page	Key No.	Page	Key No.	Page
327 Acorn Wire & Iron Works Folding Gates	121	438 Blue Bird Body Co. Bus Chassis	164	403 Detroit Steel Products Metal Building Panels	199
472 Addo Machine Co. Portable Duplicator	213	498 Borroughs Mfg. Co. Wrap Check Racks	201	359 Ditto, Inc. Duplicators	163
484 Ajusto Equipment Co. Typing Tables and Chairs	219	410 Bradley Washfountain Co. Washfountains	148	339 Dodge Truck, Div. of Chrysler Corp. School Bus Chassis	143
483 Allied Radio Corp. Automatic Tape Recorder	218	337 Breuer Electric Mfg. Co. Tornado Twin Floor Machines	29	449 Don & Co. Service Equipment	203
317 All-Steel Equipment, Inc. All-Steel School Furniture	113	478 Brillo Mfg. Co. Floor Pads	217	440 Dudley Lock Corp. Locks	194
325 Aluminum Window Manufacturers Assn. Aluminum Windows	30, 31	447 Brisk Waterproofing Co., Inc. Larson Waterproofing Units	202	351 Duke Mfg. Co. Waterless Food Warmer	155
306 Americana Corp. Encyclopedia Americana	13	405 Brotherhood Mutual Life Ins. Co. Group Illness and Accident Protection Insurance	140	378 Educators Furniture & Supply Co. Conference Teaching Desk	118
321 American City Bureau Fund-Raising Campaigns	26	388 Brunswick-Balke-Collender Co., The All-Purpose Chair	189	375 Electric-Aire Corp. Hand Dryer	114
353 American Cyanamid Co. Melmac Dinnerware	157	386 Califone Corp. Phonographs and Transcriptions Players	127	435 Fairhurst Co., Inc., John T. Folding Door Wardrobes	162
357 American Desk Crusader Chair Desk	161	409 Celotex Corp., The Acousti-Celotex Sound Conditioning	129	426 Fibersin Plastics Co. Plastic Desk Tops	186
424 American Floor Surfacing Machines Co., The Floor Machines	182	470 Clancy, Inc., J. R. Stage Hardware	214	305 Filtrine Mfg. Co. Water Coolers	12
369 American Mat Corp. Rubber Matting	176	344 Clapp Co., W. D. Projection Tables	180	443 Flour City Brush Co. Flo-Pac Yarn Floor Brushes	198
376 American Playground Device Co. Playground and Swimming Pool Equipment	114	365 Clarin Mfg. Co. Folding Chairs	169	453 Ford Motor Co. School Bus Chassis	205
319 American Seating Co. High-School Desk No. 445	141	425 Cleveland Range Co. Steam Cooking Equipment	156	318 Fort Howard Paper Co. Paper Towels	18
469 American Standard Mfg. Co. Floor Mops	214	338 Colorado Fuel & Iron Corp. Fences	170	436 Fuller Brush Co. Wet Mops	164
314 American Type Founders Sales Corp. Graphic Arts Program	33	309 Corning Glass Works Double-Tough Dinnerware	36, 37	415 Geerpres Wringer, Inc. Mop Wringers	174
430 Angle Steel, Inc. Steel Stools	190	334 Crouse-Hinds Co. Floodlights	42	310 General Motors Corp., Chevrolet Motor Div. School Bus Chassis	28
452 Archer Mfg. Co. Dental & Hygiene Chair	205	464 Daintee Toys, Inc. Counting Frame	210	458 Goder Incinerators, Joseph Incinerators	206
377 Arco Co., The Arco Paint Guide	116	466 Darnell Corp. Caskets	211	455 Gouger Keyless Lock Co., C. L. Keyless Locks	207
417 Ariens Co. Yardster Rotary Tiller	152	350 DeLuxe Metal Furniture Co. Steel Library Shelving	192		
389 Arlington Seating Co. School Desks	128				
490 Astra Bentwood Furniture Co. School Furniture	221				
434 Automatic Devices Co. Curtain Tracks and Controls	162				
330 Barber-Colman Co. Wardrobe doors	40, 41				
497 Barricks Mfg. Co. Folding Tables	201				
326 Bendix-Westinghouse Automotive Air Brake Co. Air Brakes	119				
364 Bennett Mfg. Co. Waste Receptacles	220				
411 Beseler Co., Charles Vu-Lyte Opaque Projector	133				
414 Best Pencil Co., Richard Tryrex Pencils	174				

FIRST CLASS
PERMIT NO. 280
SEC. 510 P. L. & R.
NEW YORK, N.Y.

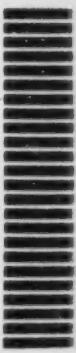
BUSINESS REPLY CARD
No Postage Stamp Necessary If Mailed in the United States

3 CENTS POSTAGE WILL BE PAID BY

THE SCHOOL EXECUTIVE

470 FOURTH AVENUE

NEW YORK 16, N.Y.



INDEX TO ADVERTISERS

Key No.	Page	Key No.	Page	Key No.	Page
342	Government Employees Insurance Cos. Educators' Automobile Insurance	177	372	Johns-Manville Vinyl Floor Tile	183
345	Griggs Equipment Co. Auditorium Seating	149	385	Johnson & Son, Inc., S. C. Floor Maintenance Products	135
495	Haldeman-Langford Erickson Fold-A-Way Tables with Benches	222	355	Kentile, Inc. KenFlex Vinyl Tile	159
454	Hanover Sales Co. Folding Tables	207	496	Keyes Fibre Sales Corp. Molded Plastic Trays	112
437	Haws Drinking Faucet Co. Drinking Fountain	164	360	Keystone View Co. Keystone Visual Survey	212
394	Heat-Timer Corp. Radiator Valve	132	406	Krueger Metal Products Co. Tubular Folding Chairs	201
489	Heyer Corp., The Spirit Duplicator	160	476	Lawlor Co., S. C. Mopping Tanks	215
379	Hild Floor Machine Co. Floor Machines	118	400	Legge Co., Inc., Walter G. Floor Maintenance Products	136
390	Hillyard Chemical Co. Floor Maintenance Products	191	358	Loxit Systems, Inc. Floor Laying System	208
460	Holden Patent Book Cover Co., The Book Covers	209	462	Luxem Co., The James P. Luxwood Folding Table	209
370	Horn Division, The Brunswick-Balke- Collender Co. Folding Partitions and Stages	179	332	Manley, Inc. Snack Bar Plan	39
445	Howe Folding Furniture, Inc. Folding Tables	202	427	Master Lock Co. Locks	186
450	Hunt Pen Co., C. Howard Pencil Sharpeners	203	419	Mayline Co. School Furniture & Equipment	178
367	Huntington Laboratories Gym Floor Finish	173	329	Medart Products, Inc., Fred School Wardrobes	35
383	Hussey Mfg. Co., Inc. Bleachers and Grandstands	124	429	Metropolitan Wire Goods Corp. Sani-Stack Racks	158
482	Hydraulic Mfg. Co. Water Ram	218	349	Mississippi Glass Co. Diffusing Glass	153
313	International Business Machines School Systems	23	481	Mitchell Mfg. Co. Folding Tables and Stands	218
471	Ionia Mfg. Co. Folding Chairs	214	368	Monroe Co., The Folding Pedestal Banquet Tables	175
474	Irwin Seating Co. Textolite Desks and Chairs	213	448	Montgomery Mfg. Co. Program Timers	203
			459	Moore, Inc., P. O. Key Control	206

March, 1954

THE SCHOOL EXECUTIVE, 470 Fourth Ave., New York 16, N. Y.

Please ask the manufacturers, indicated by the numbers I have circled, to send further literature and information provided there is no charge or obligation.

301 302 303 304 305 306 307 308 309 310 311 312 313 314 315 316 317 318 319 320 321
 322 323 324 325 326 327 328 329 330 331 332 333 334 335 336 337 338 339 340 341 342
 343 344 345 346 347 348 349 350 351 352 353 354 355 356 357 358 359 360 361 362 363
 364 365 366 367 368 369 370 371 372 373 374 375 376 377 378 379 380 381 382 383 384
 385 386 387 388 389 390 391 392 393 394 395 396 397 398 399 400 401 402 403 404 405
 406 407 408 409 410 411 412 413 414 415 416 417 418 419 420 421 422 423 424 425 426
 427 428 429 430 431 432 433 434 435 436 437 438 439 440 441 442 443 444 445 446 447
 448 449 450 451 452 453 454 455 456 457 458 459 460 461 462 463 464 465 466 467 468
 469 470 471 472 473 474 475 476 477 478 479 480 481 482 483 484 485 486 487 488 489
 490 491 492 493 494 495 496 497 501 502 503 504 505 506 507 508 509 510 511 512 513
 514 515 516 517 518 519 520 521 522 523 524 525 526 527 528 529 530 531 532 533 534
 535 536 537 538 539 540 541 601 602 603 604 605 606 607 608 609 610 611 612 613 614
 615 616 617 618 619 620 621 622 623 624 625 626 627 628 629 630 631

 Please send me a copy of the 1953-54 AMERICAN SCHOOL AND UNIVERSITY and bill me \$5.00.

Also send literature on _____

NAME	TITLE
INSTITUTION	
ADDRESS	CITY ZONE STATE



CIRCLE THE NUMBERS

For further information concerning any products advertised or reviewed in this issue, circle the identifying key numbers on the business reply card and mail to us.

INDEX TO ADVERTISERS

Key No.		Page	Key No.		Page	Key No.		Page
311	Pabco Products, Inc. Floron Plastic Tile	10	486	School Interiors Co. Stacking Chairs	219	431	Tu-Way Products Co. Corridor Dusters	190
416	Pabco Products, Inc. Mastipave Floor Covering	174	418	Seating, Inc. Cafeteria Seating	152	302	U. S. Plywood Corp., Kalistron Div. Wall Coverings	Inside Back Cover
443	Pacific Coast Brush Co. Flo-Pac Yarn Floor Brushes	198	412	Sexauer Mfg. Co., Inc., J. A. Faucet Washers	150	333	U. S. Plywood Corp. Weldwood Products	16, 17
404	Page Fence Div., American Chain & Cable Co., Inc. Chain Link Fences	140	356	Sheldon Equipment Co., E. H. School Furniture	204	352	Universal Dishwashing Machinery Co. Dishwashers	196
451	Pan-American Band Instruments, Div. of C. G. Conn Ltd. Band Instruments	205	397	Shwayder Bros., Inc. Samsonite Folding Chairs	134	439	Universal Scientific Co. Electricity and Electronic Training Kits	194
387	Penn Metal Corp. of Penna. Steel Storage Equipment	127	441	Sico Grandstands, Inc. Portable Bleachers	194	467	University of Denver Summer Workshops in Education	211
395	Pennsylvania Slate Producers Guild, Inc. Natural Slate	132	461	Simpson Mfg. Co., Inc., Mark Control Amplifiers	209	328	Up-Right Scaffold Co. Scaffold-On-Wheels	125
442	Pereny Equipment Co. Electric Kilns & Furnaces	198	336	Sjostrom Co., John E. Laboratory Furniture	168	480	Vacuum Can Co. AerVoid Food and Liquid Carriers	217
320	Pittsburgh Plate Glass Co., Paint Div. Color Dynamics	24, 25	331	Silvray Lighting, Inc. Lighting Fixtures	126	307	Valley Metal Products Co. Window Wall	8
473	Pittsburgh Stage, Inc. Stage Equipment	213	343	Smithcraft Lighting Div. Fluorescent Lighting	147	363	Viewlex, Inc. Projectors	166
407	Playtime Equipment Corp. Bleachers and Risers	142	492	Snyder Tank Corp. Steel Grandstands and Bleachers	221	493	Vogel-Peterson Co. Coat and Hat Racks	221
393	Powers Regulator Co., The Unit Ventilator Temperature Control	122, 123	312	Society for Visual Education Dual-Purpose Projector	32	335	Voit Rubber Co. Voit Athletic Equipment	137
380	Powers Regulator Co., The Thermostatic Water Mixers	131	487	Spencer Turbine Co. Vacuum Cleaners	160	398	Wayne Works, Inc. Panoramic Bus Body	138
408	Pratt & Lambert, Inc. Wall Paint	14	402	Sporti-Faraday, Inc. Plug-In Flush Clocks	139	399	Weber Costello Co. Alphosite Chalk	136
421	Premier Co. Floor Machines	178	485	Stacor Equipment Co. Flex-Master Drawing Table	219	488	Wells All-Steel Products Corp. Portable Baseball Batting Cage	160
324	Radio Corporation of America, Educational Division Phonographs, Intermatched Units	117	446	Stewart Iron Works Co., Inc., The Iron and Wire Fences	202	491	Wenger Music Equipment Co. Chorus, Band, Orchestra Risers	221
392	Radio Corporation of America, Sound Products Div. Sound Systems	193	401	Strong Electric Corp., The Spotlights and Projectors	197	373	West Disinfecting Co. Sanitary Napkin Dispenser	185
456	Rauland-Borg Corp. School Sound System	207	348	Tenant Co., G. H. Floor Machines	188	422	Western Waterproofing Co. of Mo. Waterproofing System	182
384	Recreation Equipment Corp. Recreation Equipment	124	381	Tolerton Co., The Industrial Arts Equipment	120	316	Westinghouse Electric Corp. Homemaking School Plan	34
371	Regina Corp., The Floor Machines	181				433	Weston Electric Instrument Corp. Electrical Instruments	162
366	Remington Rand, Inc. Robot-Kardex Records System	29				463	White Mop Wringer Co. Mop Wringers	210
347	Richards-Wilcox Mfg. Co. Fold-A-Way Partitions	151						
304	Roddis Plywood Corp. G-E Textolite Desks	4						
346	Rowles Co., E. W. A. Chalkboards	184						
361	Royal Metal Mfg. Co. Metal School Furniture	165						
341	Royal Typewriter Co., Inc. Electric Typewriters	145						
457	Safway Steel Products, Inc. Bleachers	206						
354	Sani-Mist, Inc. Sani-Mister Spray Dispensers	200						
308	Schieber Sales Co. In-Wall Folding Table and Bench Unit	6						

FIRST CLASS
PERMIT NO. 280
SEC. 510 P. L. & R.
NEW YORK, N.Y.

BUSINESS REPLY CARD
No Postage Stamp Necessary If Mailed in the United States

2 CENTS POSTAGE WILL BE PAID BY

THE SCHOOL EXECUTIVE

470 FOURTH AVENUE

NEW YORK 16, N.Y.

NEW PRODUCT REVIEWS INDEX

Key No.	Page	Key No.	Page	Key No.	Page
501	High School Desk American Seating Co.	167	525	Sound System Rouland-Borg Corp.	188
502	Hold-Open Mechanism The Oscar C. Rixson Co.	167	526	Tape Recorder Webster-Chicago Corp.	192
503	Indoor Track Barber-Greene Co.	167	527	Snow Plow Reo Motors, Inc.	192
504	Dishwashing Controls Wyandotte Chemicals Corp.	167	528	Risers Sico Grandstands, Inc.	192
505	Slide Projectors Viewflex, Inc.	168	529	Ventilator The Swartwout Co.	196
506	Mopping Outfit Geerpres Wringer, Inc.	168	530	Football Caps Butwin Sportswear Co.	196
507	Recording Tape Audio Devices, Inc.	168	531	Overshoe Rack Vogel-Peterson Co.	196
508	School Chair The Brunswick-Balke-Collender Co.	170	532	Wax Hillyard Chemical Co.	200
509	Microfilm Recordak Corp.	170	533	Typing Desk P & W Cabinet Makers	200
510	Pouring Spout General Scientific Equipment Co.	170	534	Archery Bows Kit School Products Co.	200
511	Dimmer Control Vickers Electric Div., Vickers, Inc.	172	535	Pencil Sharpener Apsco Products, Inc.	200
512	Heating System Iron Fireman Mfg. Co.	172	536	Lawn Trimmer, Edgar K and N Machine Works	204
513	Recorder-Phonograph Magnetic Recording Industries	172	537	Cleanser M & H Laboratories	204
514	Wall Covering Bolta Products Sales, Inc.	177	538	Boiler-Burners Petre and Keweenaw-Ross Corp.	204
515	Floor Conditioner Red Devil Tools	177	539	Wall Paneling Marsh Wall Products, Inc.	208
516	Milk Dispenser Cedar Hill Farms	177	540	School Bus Oneida Products Corp.	208
517	Steel Chain Basketball Nets Jayfro Athletic Supply Co.	180	541	Controlled Reader Educational Developmental Laboratories	208
518	16mm Projector Ampro Corp.	180			AUDIO-VISUAL AIDS
519	12" Lathe Clauising Div., Atlas Press Co.	180	601	Fresco Painting Brandon Films, Inc.	212
520	Toilet Seat Century Plastic Products, Inc.	184	602	Spray Painting Techniques The DeVilbiss Co.	212
521	Folding Stage Rel-Fol Table, Inc.	184	603	Filmstrips for Easter Society for Visual Education, Inc.	212
522	Portable Vacuum Pullman Vacuum Cleaner Corp.	184	604	Latin, French Tape Recordings Living Language Library	212
523	Slide File Box Eastman Kodak Co.	188	605	Steam Cooking The Cleveland Range Co.	212
524	Dental Chairs Archer Mfg. Co., Inc.	188	606	Pre-School and Primary Film Brandon Films, Inc.	212

March, 1954

THE SCHOOL EXECUTIVE, 470 Fourth Ave., New York 16, N. Y.

Please ask the manufacturers, indicated by the numbers I have circled, to send further literature and information provided there is no charge or obligation.

301 302 303 304 305 306 307 308 309 310 311 312 313 314 315 316 317 318 319 320 321
 322 323 324 325 326 327 328 329 330 331 332 333 334 335 336 337 338 339 340 341 342
 343 344 345 346 347 348 349 350 351 352 353 354 355 356 357 358 359 360 361 362 363
 364 365 366 367 368 369 370 371 372 373 374 375 376 377 378 379 380 381 382 383 384
 385 386 387 388 389 390 391 392 393 394 395 396 397 398 399 400 401 402 403 404 405
 406 407 408 409 410 411 412 413 414 415 416 417 418 419 420 421 422 423 424 425 426
 427 428 429 430 431 432 433 434 435 436 437 438 439 440 441 442 443 444 445 446 447
 448 449 450 451 452 453 454 455 456 457 458 459 460 461 462 463 464 465 466 467 468
 469 470 471 472 473 474 475 476 477 478 479 480 481 482 483 484 485 486 487 488 489
 490 491 492 493 494 495 496 497 501 502 503 504 505 506 507 508 509 510 511 512 513
 514 515 516 517 518 519 520 521 522 523 524 525 526 527 528 529 530 531 532 533 534
 535 536 537 538 539 540 541 561 602 603 604 605 606 607 608 609 610 611 612 613 614
 615 616 617 618 619 620 621 622 623 624 625 626 627 628 629 630 631

 Please send me a copy of the 1953-54 AMERICAN SCHOOL AND UNIVERSITY and bill me \$3.00.

Also send literature on _____

NAME _____

TITLE _____

INSTITUTION _____

ADDRESS _____

CITY _____

ZONE _____

STATE _____



CIRCLE THE NUMBERS

For further information concerning any products advertised or reviewed in this issue, circle the identifying key numbers on the business reply card and mail to us.

Bring your wall problems to

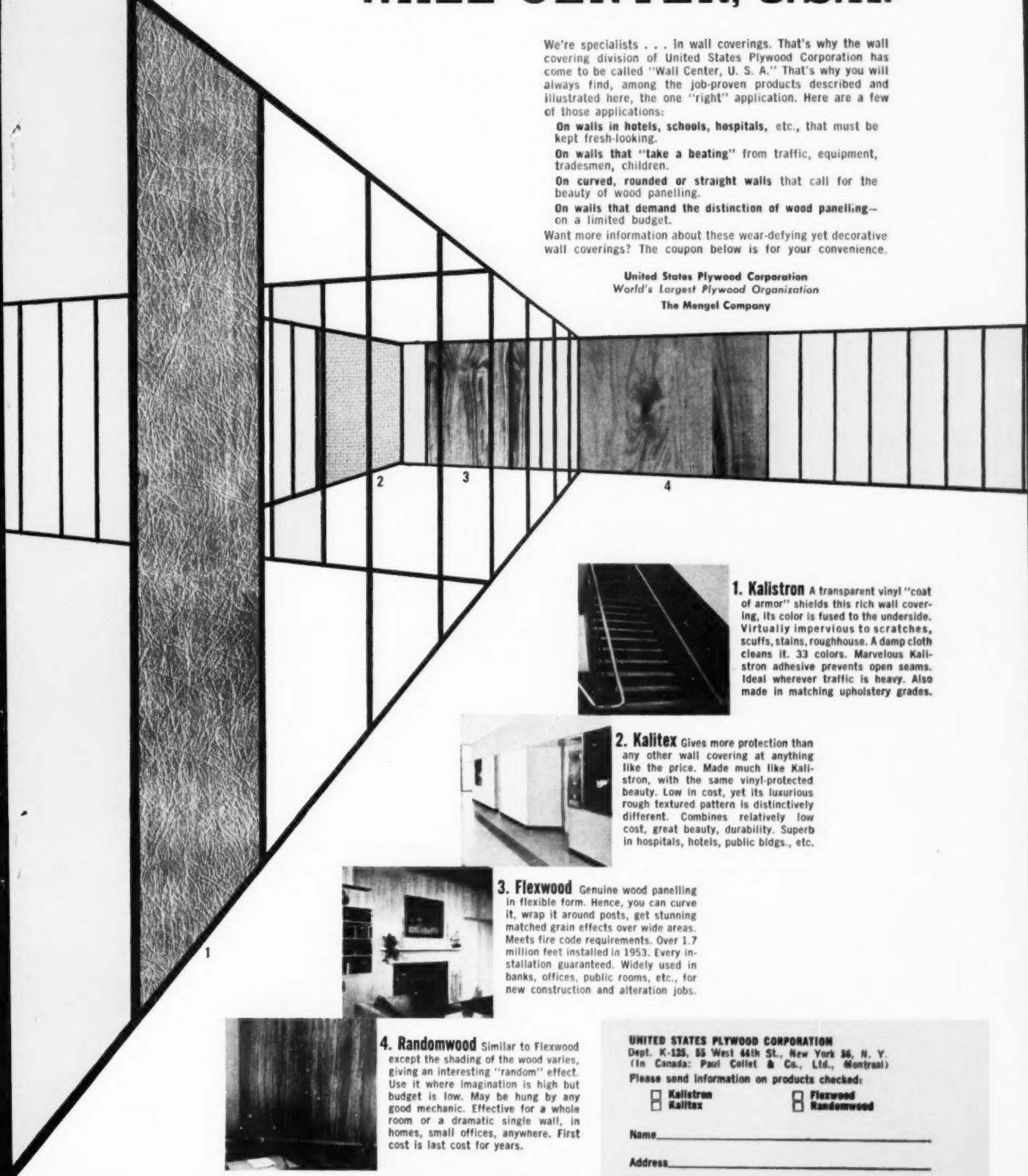
"WALL CENTER, U.S.A."

We're specialists . . . in wall coverings. That's why the wall covering division of United States Plywood Corporation has come to be called "Wall Center, U. S. A." That's why you will always find, among the job-proven products described and illustrated here, the one "right" application. Here are a few of those applications:

- On walls in hotels, schools, hospitals, etc., that must be kept fresh-looking.
- On walls that "take a beating" from traffic, equipment, tradesmen, children.
- On curved, rounded or straight walls that call for the beauty of wood paneling.
- On walls that demand the distinction of wood paneling—on a limited budget.

Want more information about these wear-defying yet decorative wall coverings? The coupon below is for your convenience.

United States Plywood Corporation
World's Largest Plywood Organization
The Mengel Company



1. Kalistron A transparent vinyl "coat of armor" shields this rich wall covering, its color is fused to the underside. Virtually impervious to scratches, scuff, stains, roughhouse. A damp cloth cleans it. 33 colors. Marvelous Kalistron adhesive prevents open seams. Ideal wherever traffic is heavy. Also made in matching upholstery grades.

2. Kalitex Gives more protection than any other wall covering at anything like the price. Made much like Kalistron, with the same vinyl-protected beauty. Low in cost, yet its luxurious rough textured pattern is distinctively different. Combines relatively low cost, great beauty, durability. Superb in hospitals, hotels, public bldgs., etc.

3. Flexwood Genuine wood paneling in flexible form. Hence, you can curve it, wrap it around posts, get stunning matched grain effects over wide areas. Meets fire code requirements. Over 1.7 million feet installed in 1953. Every installation guaranteed. Widely used in banks, offices, public rooms, etc., for new construction and alteration jobs.

4. Randomwood Similar to Flexwood except the shading of the wood varies, giving an interesting "random" effect. Use it where imagination is high but budget is low. May be hung by any good mechanic. Effective for a whole room or a dramatic single wall, in homes, small offices, anywhere. First cost is last cost for years.

UNITED STATES PLYWOOD CORPORATION
Dept. K-125, 65 West 44th St., New York 36, N. Y.
(In Canada: Paul Collet & Co., Ltd., Montreal)

Please send information on products checked:

Kalistron
 Kalitex

Flexwood
 Randomwood

Name _____

Address _____

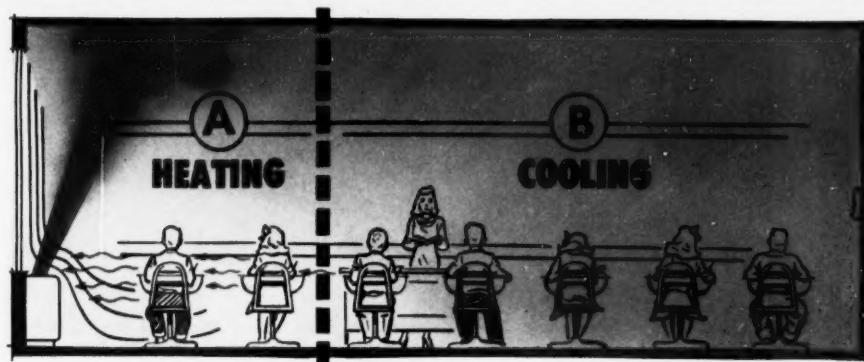
City _____ State _____

Classroom Thermal Comfort Is TWO Problems

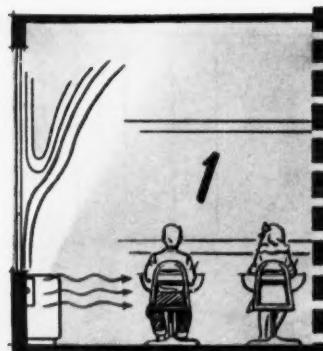
In fully occupied classrooms a common requirement of the unit ventilator is for air *colder* than the desired room temperature, to prevent the discomforts of overheating.

At the very same time, in frigid weather, large window areas may be like a wall of ice, robbing radiant heat from pupils' bodies and creating cold window downdrafts.

The unit ventilator alone cannot simultaneously provide *cool air* for ventilation and *heated air* for cold surface protection. The two needs require separate treatment.

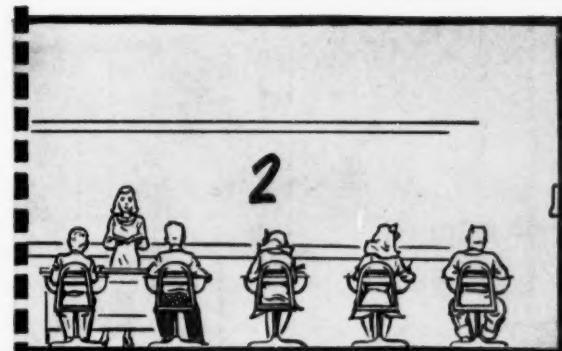


On cold days large windows demand heat long after the classroom requires cooling.



Wind-o-line solves problem A

**NESBITT
solves
BOTH
problems
separately**

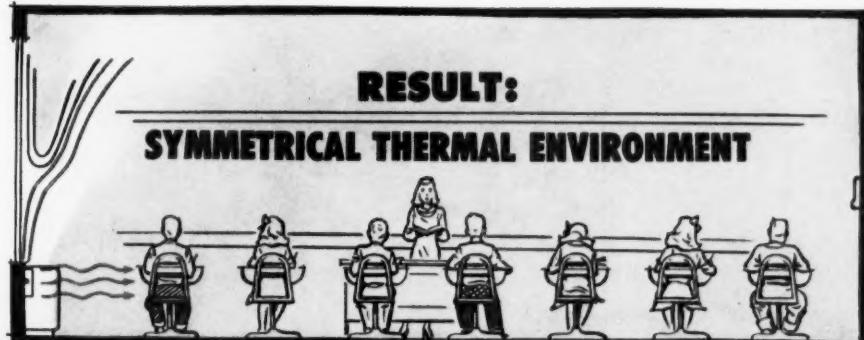


—and the Syncretizer more readily solves problem B.

Wind-o-line convector-radiation all along the exposed wall or windows provides heat *as long as required* for cold surface protection.

Now the Syncretizer ventilating unit can function with a *lower room thermostat setting*, adding or removing heat as needed to maintain balanced thermal comfort—ideal work conditions for all pupils—at the lowest operating cost.

MADE AND SOLD BY JOHN J. NESBITT, INC.
PHILADELPHIA 36, PA.
SOLD ALSO BY AMERICAN BLOWER CORP.



NESBITT SYNCRETIZER with WIND-O-LINE RADIATION

